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ABSTRACT

A study was performed to identify empirically those essential living skills (ELS) perceived as important by men and women in their roles as a family member, an individual, and as an employee. Data was collected on a voluntary basis from 4,929 employed persons contacted through businesses, and 124 homemakers surveyed door-to-door. The ELS instrument consisted of eighty-seven items relating to roles of the family member, the individual, and the employee. Respondents could check the item as being important to one or more of the roles or not important to any of the roles. Demographic information was also collected and used in the study. Among the findings and conclusions it was noted that (1) more ELS were perceived as necessary for the individual role, and ELS for the employee role were least in number; (2) there were greater similarities of ELS needed for the two roles of family member and individual than any other of the possible role combinations; (3) relatively few ELS were seen as important for the employee role; and (4) sex stereotyping was reflected in that males noted more ELS for males than females in the employee role and more ELS for females than males in the family role; generally, females concurred with this viewpoint. (CSS)

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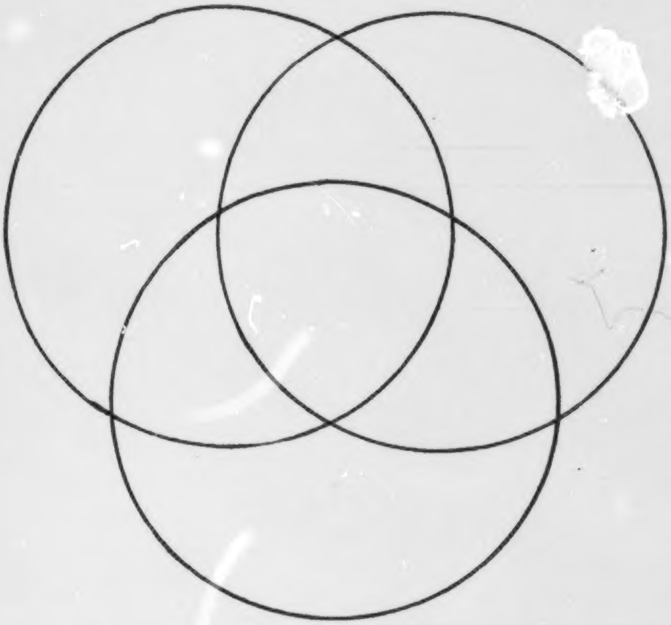
FINAL PROJECT REPORT - STUDY OF ESSENTIAL LIVING SKILLS FOR MEMBERS OF FAMILIES IN MULTIPLE ROLES



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Chapter I - Introduction

Home economics has long been concerned with programs that provide knowledges and skills designed to improve the quality of family life. The Vocational Amendments of 1968 stressed that home economics provide increased emphasis to teaching for the dual role of homemakers. The "dual role" is conceived of as working outside the home as the second role. (Public Law 88-210, 1968)

According to the U.S. Department of Labor statistics, nine out of ten females will work at some time during their lives. Proportionately greater numbers of married women are employed. Thirty-three million women are currently in the labor force. Of these, three-fifths are widowed, divorced or separated from their husbands. In March, 1972, about 12.7 million women in the labor force had children at home. The common pattern of married women not to work until the children are in school is no longer observable. Women are predominantly the "head of household" in single parent families. The majority of these mothers work. (Women Workers Today, 1973)

As home economics has more actively participated in training for paid employment, employers in the businesses and agencies to be served by home economics trainees were consulted as to program content. In addition, the literature provided fairly extensive analyses of specific occupational tasks and accompanying skills. However, little attention has been given to the assessment of the skills necessary for roles other than employee, namely, family member and individual. Research is lacking in assessing the common skills applicable to these multiple roles. For the most part, home economics in the secondary schools has dichotomized the curriculum into consumer/homemaking and the occupationally related programs. There is no research evidence to support this dichotomy.

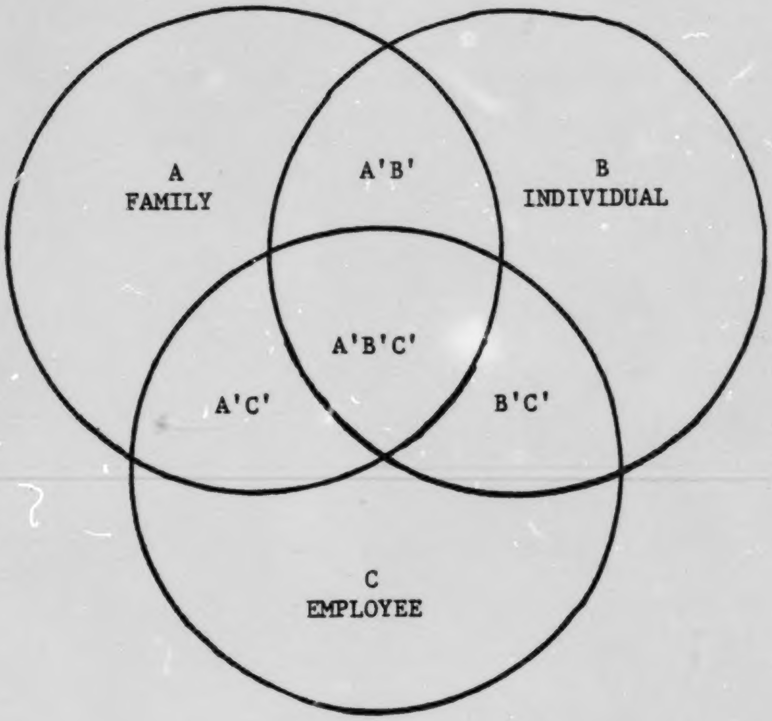
The more recent federal legislation, Vocational Education Amendments, 1976, in order to minimize sex discrimination has mandated that all educational programs offer equal opportunities to both sexes. Consequently, home economics courses which have been predominantly female are moving towards emphasizing coeducation. This has reemphasized the need to provide living skills that are needed by both men and women in their roles as family members, individuals, and employees. Since home economics is concerned with improving the quality of family life, teaching for multiple roles of both females and males becomes essential.

Purpose of Study

The purpose of this study was to empirically identify those essential living skills (hereafter referred to as ELS) perceived by women and men as being important to their multiple roles as family members, individuals and employees.

The following is a schematic presentation of the conceptual model for this study with A representing the skills needed for the family member, B representing the skills for the role of individual and C representing the skills for the role of employee/employer.

A'B'C' are those skills common to all three roles, A'B' those shared by family and individual, A'C' those shared by family and employee and B'C' those shared by individual and employee.



Overall Design of the Study

The procedure for this study was divided into three phases. Phase I consisted of developing the instrument. Phase II was designed to validate the Phase I instrument and provided guidelines for Phase III. Phase III was the main part of the study which collected data and disseminated the findings to home economics educators so curriculums could be modified using the ELS.

Although this study was conducted in phases, certain components of the procedure remained the same for all phases. These were:

Definitions: Essential living skills are those competencies deemed as important for living and coping with one's family, personal, and career roles.

Assumptions: Acknowledgement was given to the fact that an element of subjectivity exists in each ELS construct and the level of coping varies with each individual, situation, time and place. The assumption was made that essential living skills are generalizable to the extent that:

1. an individual is capable of identifying living skills which are essential in family, individual, and employee roles, and

2. an individual can assign a priority to the living skills as being most important to family, individual, and employee roles.

Delimitations: This study was concerned with cognitive and psychomotor components of ELS although the impact of the affective component on all aspects of skill performance was acknowledged.

The initial planning of the study and Phases I and II were designed to identify ELS for females. ELS for males were added in Phase III; three open-ended questions were added to provide any additional ELS not included for males.

Chapter II - Selected Review of Literature

The main sources for the literature review were government publications, dissertation abstracts, professional journals, including psychological and sociological abstracts, educational indices, bibliographies, and the card catalog. The literature review emphasized the last ten years but was not limited to this time period.

The review of literature is divided into four sections. The first deals with the working patterns of women; second is about the problems of working women; the third is directed towards changing roles for males; the last section presents the concepts of essential living skills which related to both men and women.

Work Patterns of Women

From the American Colonial period to the present, women working outside of the home have been essential to the economy. (Blau in Freeman, 1975) The contribution has been in the forms of 1) producing goods and services for own family, 2) engaging in household production for sale or exchange and 3) working for pay outside the home. (Blau in Freeman, 1975)

It was not until the appearance of Frances Perkins, the Secretary of Labor during F. Roosevelt's administration, that the acceptance of studying the working patterns of women became an established procedure. During the past ten years there has been an increasing number of reports on the proportion of women in the work force. Federal, state, and local data were available and these data were categorized by occupation, ethnic group, age, education, and similar variables. In 1973, women accounted for 44.7 percent of the working force compared to 33.9 percent in 1950. (Dept. of Arizona Economic Security, 1975, p. 1)

The 1963 Equal Pay Act and the Civil Rights Act of 1964 mandated equal pay and banned discrimination in employment respectively. These federal laws and successive ones have done little to alter the general occupational patterns of women. The majority of clerical and service jobs are still held by women. Women tend to be concentrated in categories of clerical and professional-technical workers. (U.S. Women Working Women, a Chartbook, 1975)

Of the women from ages 25 to 54, over 50 percent are in the labor market. (Klein, Nov. 1975, p. 10) According to U.S. Department of Labor statistics nine out of ten females will work outside of the home sometime during their lives. (U.S. Dept. Labor, 1973)

Unemployment rates are higher for women than for men. Also the labor participation for women differs from that of men in that there is about a 10 percent decline in employment for women from ages 24-34 followed by an increase after age 35. (U.S. Dept. Labor, 1975) The number of married women in the labor force has more than doubled since 1950. About 12.5 percent of all families are headed by a women. Of the families with a female head having children under 18, about 44.0 percent were below the poverty level in 1973. The 1974 median income for women still remained about 60 percent of the earnings for men. In families where the wife worked, she contributed between 20 and 40 percent of the total income.

The 7.2 million families that were headed by women, was approximately 1 in every 8. (U.S. News and World Rept., Dec. 8, 1975, p. 56) Women's median earnings were $6,957 as compared to $12,152 for men. (Fleiger, 1975, p. 57) The Phoenix Gazette, June 9, 1975 reported that women heads of households had a median income of $8,930 compared to male counterparts who earned $15,455. Four out of ten wage and salaried employees are women. (Phoenix Gazette, June 9, 1975) If the trend of women working continues, the number of women working outside the home will increase rather than decrease.

Women of races other than white are in a less favorable situation regarding employment. "Minority women are more likely . . . to be in low-skilled, low-wage occupations . . . earnings continue to be lower than those of white women or minority non-white men . . . minority women have higher unemployment rates." (Fleiger, Dec. 1975)

In practically all statistics collected regarding the working force the occupation of homemaker is ignored. The Social Security Administration estimated that in 1972 the average annual salary for a homemaker would be $4,700. In 1975 this figure was estimated to be about $5,500. With children in the family, the estimate would be increased to about $7,500. (Fleiger, Dec. 1975)

Within Maricopa County Dr. McPheters estimated that a non-employed homemaker with three children provided $7,888 worth of services at the 1976 wage rates of the County. As the number of children increase so does the value of service. A homemaker with six children is worth $8,870 as compared to $5,688 for the homemaker not otherwise employed and having no children. When the homemaker accepts outside employement, the monetary value drops about one-third. (Tempe Daily News, Friday, March 24, 1978, p. 1-A)

In addition, the contributions made through volunteer work are not taken into account within the work force. Women make up the vast majority of volunteer workers. There are no current data available estimating the

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dollar worth of volunteer work.

Problems of Working Women

Previous cultural expectations in American society have been for women to assume the major responsibility for operating the home and caring for the family. Working outside the home either part or full time created additional conflicts and tensions for all family members.

One of the first and most extensive studies of the problems of married women employed outside of the home was done by La Follette. (La Follette, 1934) Women worked because of economic necessity. The primary problems in carrying out homemaking responsibilities were in the area of planning and shopping for meals, (La Follette, 1934, p. 110) and lack of time. In addition to outside employeemnt, these women assumed the major responsibility for operation of the home. In reference to their jobs, approximately 20 percent were dissatisfied for reasons relating to inadequate salary, or they were trained for other work; some were concerned about personal health. (La Follette, 1934, p. 42)

Ramsey's three year longitudinal study (1963) revealed that women had ambivalence in working with other women and preferred male bosses. Conflicts between demands of home and job resulted in reconsideration of priorities and elimination, or at least a reduction, in time for less essential tasks in the home. (Ramsey, 1963) Seemingly, employed and non-employed homemakers did not differ to any noticeable extent as to outside help in the home, use of equipment and other aspects of care of the home and family. (Ramsey, 1963)

An example of the emphasis being given to women in the world of work within home economics was the 1969 Florida curriculum guide, Orientation to the World of Work, 1969. The guide set forth objectives designed to prepare women to secure gainful employment. Similar curriculum guides have been developed by numerous states and various school districts. A more recent effort is the Orientation to the World of Work, Part 1, completed by the Texas Education Agency. (Orientation to the World of Work, 1971)

For a period of time studies have examined the various components of lives of working women such as Caudle's (1964) study on the financial management practices of employed and non-employed wives. There were distinct differences in management practices by size of household, income, savings plan, use of installment buying and equipment ownership.

How employed and non-employed homemakers manage their homes was studied by Wench (1967). Of the 183 sample, conclusions were drawn that working women reduced time for what was termed "non-essentials" such as reading, watching TV and baking. Less time was spend with helping children with school work and participating in school activities. The biggest problem for both groups arose from money. (Wench, 1967)

Britton (1971) found that employed and non-employed homemakers had different role expectations for themselves as homemakers. Employed homemakers emphasized interpersonal relationships and less emphasis on physical care for the family as compared to non-employed homemakers.

How working women handle family responsibilities was the focus of a study by Hedges and Barnett, 1972. Depending on age, children assumed many househould chores. If the mother was a professional, "outside help" was employed to do most of the household tasks. Seemingly, husbands did not change their patterns to any great extent.

Howell (1968) evaluated home economics job training programs. About 312 subjects were involved in five different areas: child care, food, combinations of these two, home-community service and clothing-upholstery service. Employers identified the following skills in rank order of importance: human relations skills; earnestly assuming initiative and responsibility; following instructions accurately; efficiency; endurance and manual dexterity. Non-job competencies centered on learning interest, resource management, understanding the world of work, and home responsibility. Contributions of the training programs were examined in terms of 1) personal adjustment, 2) job performance, and 3) fitting into the job. Subjects' responses to non-job competencies were more positive than personal values according to the Howell study. Although women work outside the home, they continue to be the primary caretaker of family and home. They are largely responsible for managing family resources, food habits and nutritional well-being.

One of the most comprehensive summaries of research in the area of concern of women working outside the home was conducted by Hoffman and Nye, (1974). Their summary noted that most research has not been conclusive nor very satisfactory regarding the impact of the working wife/ mother on children, fertility, power and division of labor in the family, and interpersonal relationships within the family. The reflection was made that what might be observed at one time in society may not be an accurate reflection at a later date due to the consistent changing of the culture.

A frequent problem of the married woman is that of role conflict. In Poloma's case study of 53 married couples in which the wife was actively engaged in law, medicine, or college teaching. (Paloma in Safilio's Rothchild, 1972) the conclusions was drawn that there was a considerable degree of role strain between the "professional" and "home" roles but these differences were manageable. The four kinds of tension-management techniques were categorized as 1) favorable definition of situation, 2) establishment of salient role in the particular role constellation, 3) compartmentalization, and 4) compromise. (Paloma, 1972, p. 196)

Changing Roles For Males

Although the roles for males have not changed as much as for females, there were some indications of less traditional stereotyping for the male in his roles, particularly as a family member and as an individual.

Males continued to be expected to be the primary breadwinner in the family. In 1975, males made up about 60 percent of the work force. (U.S. Dept. of Labor) Also, males made more money than women. In 1974, the median income of males was $11,835 as compared to $6,772 for females. (U.S. Dept. of Labor)

Although the study of roles for males has never been as extensive as the study of roles for females, the literature during the 1960's included a few articles focused on male roles. An example of this recognition was a fall issue of Illinois Teacher, a periodical directed to the secondary home economics teacher and teacher educators. (Illinois Teacher, 10 (1), Fall 1966-67) The statement is made, "Today the place of the man in the American family might be pictured as vacillating between the simple authoritarian role and that of complex democratic 'participating leader ship." (Illinois Teacher, Fall 1966-67, p. 2)

In 1973, this same periodical, Illinois Teacher, devoted another issue to the changing roles of males and females. The general emphasis of all articles in the issue was that males need to accept roles less directed to the stereotype of male domination. Fraser (Illinois Teacher, 1973) expressed the point of view, that "All of these things make it more clear that we should allow individuals to define in their own terms--the 'pursuit of happiness.' If women want to stay home and be homemakers, that is fine. If men want to go back to school any time during their lives, this is fine. If some women like to go out and work and some men like to stay home and take care of the kids, that is fine. If some men want to work part-time and enjoy life, that is fine--let us treat people as people." (Illinois Teacher, 1973, p. 258)

The growing awareness of the need to reexamine the male role is the central theme of Men's Liberation by Jack Nichols. (1975, p. 11) In the introduction, he stated in reference to the male, that "His role as provider and his tendencies towards dominance, competition, control, rational structuring and toughness have assumed new dimensions." In contrast, his suggested new insights will support new values of political activity, optimism for improved relationships between the sexes, and visionary alternatives for future living patterns that each man can freely choose for himself.

Although redefinition of sex roles is recognized as necessary, in reality the change seems to be that there are many more social and psychological barriers for women than men in combining a career and family life. An example of research in this area is that of Rosen, Jerdee, and Prestwich.(Aug., 1975) Their study focused on managerial attitudes towards professional men and women as to appropriate roles. The results indicated that 1) male job applicants were viewed more favorably if travel was involved; 2) a wife was expected to give up her position, even though a valued employee, if her husband needed to move for professional advancement; 3) the statement "my first duty is to my family" would make a female a less favorable applicant than a male making the same statement; 4) when considering social support, the male employee's wife was expected to attend social affairs whether she enjoyed then or not, but a female employee's husband was not expected to attend; and 5) males were not expected to be absent to care for children but this would be acceptable for females. (Rosen, Jardee, Prestwich, 1975, p. 571)

In a study of dual-career couples and joint job seeking, the data indicated that men's preference for a job option dominated the situation. Closely related was that males felt that marriage was less of a handicap in finding appropriate positions for males than females. In choosing what was best for career or children, men bear less of the burden of this dilemma than women. Men do not tend to arrange their professional employment around child care. (Berger, Foster, Wallston, Wright, Jr.) Although this study was limited to academic professionals in psychology and the biological sciences, the results are generalizable to other academic areas.

Essential Living Skills

The importance of essential living skills was given recognition by the Association of Supervision and Curriculum Development in their 1969 yearbook entitled Life Skills in School and Society. (Rubin, ed., 1969)

The primary thrust was towards critical thinking skills and the capacity to interact effectively and with individuality.

A follow-up to "Project Talent," sought the opinions of 1,000 young adults as to "quality of life." The top three qualities, identified by more than 90 percent of the respondents were respectively: physical and mental health, close relationship with mate, and work on job or at home. In the next rank of importance, with scores over 80 percent were: being a parent, developing maturity, and developing and using your mind. In the middle rank were material comforts, relationships with parents and other relatives, and having close friends. Gagné who assisted in the data analysis concluded, "The evidence of these interviews suggests that a high school education as a whole serves no very useful purpose." (ASCD, 1976)

A different approach to the concept of essential living skills was a study by O'Neil (1976) which was directed to "Occupational Survival Skills". These were defined as basic knowledges, traits, and competencies necessary for an individual to possess in order to maintain a job. The final instrument focused on: a) interpersonal relations and communications, b) personal characteristics, c) decision making and problem solving, and d) job characteristics, health and safety. The 589 sample represented all occupational areas. Of the twenty-seven occupational survival skills, the ones that seemed to be extremely important regardless of occupation were: 1) being dependable, 2) giving an honest day's work, 3) knowing what is expected of you, 4) maintaining good health, and 5) managing time and materials efficiently. Twelve skills were rated as important by all occupations: 1) getting along with people with a variety of personalities, 2) working as a team member, 3) understanding written information, 4) having basic writing skills, 5) knowing your own abilities, strengths and weaknesses, 6) being loyal to the organization for which you work, 7) making independent decisions, using initiative and imagination, 9) locating information, materials or equipment, 10) working without close supervision, 11) working under tension or pressure, and 12) adjusting to various work situations. There were one or two skills identifiable with each occupation. (O'Neil, 1976)

The functional competence needed for meeting requirements of adult living were studied in the Adult Performance Level Project (APL). (Kilso, 1975) The general areas covered were: 1) consumer economics, 2) occupational (or occupationally-related knowledge), 3) community resources, 4) health, and 5) government and law. Functional competency was assessed on three levels composed of income, education, and occupation. The national sample, consisted of five independent samples for a total of 7,500 subjects. Based on the results, the general conclusion was made that approximately one-fifth of U.S. adults were functioning with difficulty. In occupational knowledge about one individual of every five was unable to perform or has difficulty in performing in occupationally-related performance indicators. Basic computation skills had the lowest level of performance. No competency level exceeded 58 percent of any area of APL. Competency was positively related to age; males and females performed about the same; 27 percent of the homemakers appeared to be functioning with difficulty; the higher the educational level the higher the competency, and competency level was related inversely to size of household.

The Georgia area vocational technical schools in 1969 introduced a program entitled "Consumer and Life Skills" directed towards an adult audience. Some of the topics were financial planning, credit, insurance, consumer protection, taxes, savings and investing, buying food, buying clothing, buying transportation and housing. The program has proved successful and continues at present. (Boyd, Willett, 1977)

Several states have moved in the direction of identifying a minimum number of competencies for high school graduates. An example of this kind of endeavor was the Life Role Competencies Project of Michigan. These were viewed as basic skills needed by students finishing the twelfth grade. After three years of study 44 competencies for personal and family management, employability and occupational skills, civic and social responsibility, aesthetic and humanistic appreciations were identified.

A consortium of 35 state and Canadian provincial agencies, under the management of Agency for Instructional Television and with additional support from the Corporation for Public Broadcasting and Exxon Corporation, have undertaken a very ambitious project on the essential learning skills. The thrust of the project is directed to strengthening and developing the reasoning and study skills, to improving and extending mathematics and communication skills of fifth and sixth graders. Sixty 15-minute programs are planned to be available in September of 1979. (Bulletin, Agency for Instructional Television, 1977) This $3,500,000 project involves a year of preparation in instructional design, a six-month experimental stage and two years of production.

During a U.S. Office of Education Basic Skills Conference, Robert C. Snider, an N.E.A. officer, in citing a recent Gallup Poll which showed 83 percent of the public favored getting back to basics, 11 percent were opposed, and 6 percent gave no response, stated, "Some respondents to the poll said they considered the basics to be reading, writing, and arithmetic, while a substantial number said they thought basics were respect for teachers, good manners, obedience, proper dress, a return to the structured classroom and the old way of teaching." Further comments by Eklund, president-elect of the Arizona Education Association, noted that the association was interested in promoting a balanced basic skills curriculum or reading, writing, arithmetic, rights, respect and responsibility with selected school and life skills. (Republic, 1978)

The Department of Home Economics at Montclair State College has established a Life Skills Center. The Center has defined life skills as "acquired non-occupational skills which can be used to enhance the quality of everyday life." (Life Skills Center, 1977) The activities of the Center "focus primarily on skills related to the following subject-matter areas:

> Foods and Nutrition
> Communication
> Clothing and Textiles
> Consumer Studies
> Health
> Human Development
> Educational and Political Intervention
> Lifestyle and Financial Management
> Parenting." (Life Skills Center News, p. 1)

Summary

As more and more women move into the labor market, there is an increased awareness of the seriousness of problems arising from employment inequities for men and women. Role changes seem to be inevitable as the employment patterns change and as women desire greater access to the economics system. Most of these changes are in the roles of family member, individual, and employee. Role complexities and other complexities of contemporary living have promoted concern for what have been termed basic /essential skills needed by individuals to exist in a positively functioning manner within the society so the researcher planned this study to identify these skills.

Chapter III - Procedure

The research study of essential living skills of males and females in the roles of family member, individual and employed person consisted of three major phases. In Phase I, the essential living skills instrument was developed. In Phase II, a field test served to finalize the instrument and procedures for the major data collection. Phase III, the major portion of the study, was directed to the statewide data collection and analyses.

This section is divided into three parts. The first section deals with Phase I and includes preliminary field testing. The second section focuses on Phase II, the field test of the instrument for Phase III of the study. The last section presents the sampling and procedures for the major data collection, Phase III.

Phase I

Since an instrument for the study was not available, one had to be developed that was capable of obtaining data supporting the objectives of the study. The development for the ELS instrument began with a literature search to find any related studies or discussion of concepts identified under titles such as basic skills, life skills, coping skills, living skills, or survival skills. From the literature such phrases emerged which described common behaviors exhibited by individuals occupying the three broad roles of family member, individual and employed person. These items then became the initial item pool from which the instrument was constructed. The item pool was extended by asking a total of 70 men and women to add to the list of identified behaviors. This group represented employers and employees and came from 50 percent of the various occupational groups. Fulltime homemakers who were not additionally employed outside the home were also represented. A five member jury panel examined this listing of items to eliminate duplications; and generic categories were then formed. Similar behaviors were clustered based on the criteria that each category be broad enough to be inclusive of related behaviors; each category needed to convey a common meaning. In addition, these categories would be identifiable as supportive of the three roles of family, individual, employee. A second jury panel of fourteen members, drawn from the advisory committee (See Appendix A) and persons suggested by them, were used to validate the item pool. Agreement level was set at 100 percent for each item. Content validity was established through the jury process.

The ELS instrument focused on three major roles: family member, individual, and employed person. A decision was made to set the vocabulary level at sixth grade. The final constructs and number of related items used in the field test were:

Family member skills:

Family legal and financial skills (15 items) #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Family housing (14 items) #16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29

Family clothing activities (4 items) #30, 31, 32, 33

Family feeding activites (8 items) #34, 35, 36, 37, 38, 39, 40, 41

Family transportation activities (3 items) #42, 43, 44

Family physical activites (5 items) #45, 46, 47, 48, 49

Family social activites (5 items) #50, 51, 52, 53, 54

Family interaction activities (14 items) # 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68

Individual skills (25 items) #69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93

Employee skills:

Getting a job skills (7 items) #94, 95, 96, 97, 98, 99, 100

Keeping a job skills (13 items) #101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113

Learning a job skills (4 items) #114, 115, 116, 117 (See Appendix B)

A Likert-type rating scale of one through four with one being "very important" and four "not important" was utilized for item response. The instrument was submitted to 25 men and women to clarify directions, vocabulary, and general format. Necessary instrument revisions were then made.

A Personal Information Form (PI) was developed and approved by the advisory committee. (See Appendix C)

Phase II

The field test utilized a judgmental sample in Maricopa County which was based upon a proportionate representation of females and males in occupations as defined by the U.S. Department of Labor, Manpower Administration. (U.S. Department of Labor, Manpower Administration, 1972) Criteria for participation in the field test were: 1) the respondent be employed, and 2) be sharing a household with a minimum of one other individual. Criteria for homemakers were: 1) the homemaker not be employed for pay outside of the home, and 2) be sharing the household with a minimum of one other individual. Participation was on a volunteer basis. Whenever possible, a personal contact was made with subjects. Usually, this was done with groups of subjects. In a few instances, data were collected on a one-to-one basis. Also, some of the cooperating groups assumed responsibility for distributing and collecting the instruments within its membership. The total number of respondents in the field test was 651 of which 207 were males.

Results of the field test

In the field test, there were 444 female and 207 male respondents. Of these respondents, nearly 96 percent (as defined by the U.S. Department of Labor Manpower Administration) were residents of Maricopa County. All of the ten occupational areas were represented. (See Table 1)

Each item was rated on a four point scale with one being "very important" and four "not important." The items receiving a three or higher mean rating were:

Item #

13 - Use public assistance
6 - Use financial advice
71 - Watch TV

Of the 117 items, 92 had a mean rating of less than two. This was interpreted to mean that the respondents viewed these items as very important. (See Tables 3 through 19 in Appendix D)

Statistical analysis utilized the multivariate analysis of variance (MANOVA) for testing significance at the .05 level for all null hypotheses generated by the 12 ELS dependent variables and the 22 independent variables of county of residence, sex, age, health, handicap, marital status, never married-years worked, married-years worked prior to marriage, married-years worked since marriage, family size, number of adults, number

Table 1. Distribution Of Subjects By Occupation

Occupation[2]	N	%	% distribution in Arizona[1]
Professional	131	20.9	16.6
Managers & Administrators	47	7.5	9.6
Sales Workers	44	7.0	7.8
Clerical Workers	172	27.5	19.2
Craftsmen	36	5.8	14.0
Operatives	31	5.0	13.6
Laborers	21	3.4	7.7
Service Workers	83	13.3	12.2
Household Workers	9	1.4	1.4
Homemakers	52	8.3	NI[3]
No response	25	--	--
TOTAL	651	100.1[4]	100.1

[1] U.S. Dept. of Labor, Manpower Administration, 1972.

[2] Information provided by response to item 17 on Personal Information.

[3] NI means not included.

[4] Percent may be slightly larger or less than 100 due to rounding.

of children, type of dwelling, occupation, education attempted, education completed, location of child care, paid help in home, self-employment, reason for working, and income. Of these 22 major questions generated, statistical analyses indicated that nearly every independent variable gave a significant difference in respondent's perception of ELS for the three roles of family, individual, and as an employee. Since there were so few subjects from counties other than Maricopa County, any statistical analysis as to county residence was considered meaningless and was subsequently omitted.

As to the differences between males and females in perception of importance of ELS, the mean responses of males and females on the 12 dependent variables are given in Table 20. The multivariate analysis was significant having an _F_-ratio of 7.1142 with _df_ of 12/444 and $p <$ .0001. The variables that appeared to contribute to the differences were legal-financial activities, housing, transportation, and physical activities. All of these were within the family member activities. The univariate analysis of these variables are given below:

Variable	Mean Square	Univariate F df 1/455	P<
Fam. Fin.	.8350	3.6541	.0566
Fam. House	.8858	4.3324	.0380
Fam. Trans.	9.1292	18.7716	.0001
Fam. Phys.	8.7677	11.2860	.0009

Females ranked family member skills of financial, housing, and transportation as more important than the males. (See Table 2) In contrast, males rated family member skills of physical activities for women more important than the female respondents.

Table 2. ELS Mean Score For Subjects Categorized By Sex (N = 457)

	Female (N=297)		Male (N=160)	
Variable	$\bar{x}$	S.D.	$\bar{x}$	S.D.
Fam. Fin.	2.03	.45	2.12	.53
Fam. House	1.85	.45	1.94	.46
Fam. Cloth.	1.84	.55	1.81	.59
Fam. Feed	1.97	.53	1.99	.56
Fam. Trans.	2.05	.67	2.34	.74
Fam. Phys.	2.39	.97	2.10	.67
Fam. Soc.	1.79	.53	1.86	.55
Fam. Int.	1.67	.42	1.65	.41
Pers. Act.	1.99	.35	1.94	.37
Get Job	1.49	.45	1.52	.41
Keep Job	1.44	.39	1.57	.43
Leav. Job	1.91	.73	1.93	.66

Ages of respondents appeared to make a difference in perceived importance of ELS by individuals of different ages. The multivariate analysis indicated a significant difference at less than the .05 level. The F ratio of 1.5047 with *df* 48/1720 gave a $p < .0150$. The one variable that appeared to contribute to these differences was family interaction activities. For this variable, the univariate F was 2.26, *df* of 4.457, and $p < .0618$. The two extreme age groups of 13-18 and 61 or over, rated family member interaction activities of less importance than the other three age groups although all means were less than two. The level of significance ($p < .06$) was not high enough to explain the difference from the multivariate analysis, so further analysis was done. Of the age categories, 13-18 years and 61 or over age groups were combined and compared with the three remaining age groups on the family member activity of interaction as this was the only dependent variable showing a $p < .05$ from the multivariate analysis. The multivariate analysis gave an F of 2.09, df of 12/446, having a $p < .0165$. The univariate analysis gave a significant difference for the interaction variable. The F was 7.4128, df of 1/457, giving a $p < .0068$. There was a real difference in the mean rating of the younger and older age groups from all other age groups, and this difference was not due to chance. The younger age group rated interaction activities as more important than the older age groups. When comparing the youngest age group (13-18) with all other age groups combined as to the importance of ELS, there were no differences. To further examine the possibilities of differences when respondents were grouped by age, individuals from 19-30 years of age were compared to individuals 31-50 and 51-60 years of age as to importance of ELS. The multivariate analysis gave an F of 1.8360, df 12/446, having a $p < .0405$. The variable of interaction was not significant even though the multivariate analysis gave a significant difference. This was interpreted to mean the interaction of the variables contributed to the significance rather than to one specific variable.

Continuing the examination of age groupings, the differences in perception of the ELS of family member interaction activities for individuals of 19-30 years and 31-50 years of age were made. Neither the multivariate nor univariate analyses for the variable interaction was significant. The results indicated that the youngest and oldest age groups were different from the three other age groups but not from each other on the variable of family member interaction. It should be noted that the youngest and older age groups had relatively small number of cases.

The mean responses for the respondents when grouped as to chronic health problems (Item #4 of the Personal Information) is shown in Table 3 of Appendix D. The multivariate analysis did not indicate a significant difference.

Although the number of cases was relatively small, there were no statistically significant differences by respondents when grouped by with or without a handicap as to the importance of ELS for the three major roles. (See Table 4 in Appendix D)

The mean responses for each group of respondents classified as to marital status of never married, married, and have been married-divorced-widowed were not analyzed separately, and are given in Table 5 of Appendix D. The multivariate analysis gave an F-ratio of 2.3357, having a df of 24/884, with a $p < .004$. The univariate analysis revealed that the differences were in the family member variables of transportation, physical and the occupational variables of getting, keeping, and leaving a job. Since marital status seemed to be associated with perceived importance of ELS, analysis was continued.

When examining differences in perceived importance of ELS by males never married and males married or had been married, the multivariate analysis did not indicate a significant difference between the two groups. Next, married males were compared to males that had been married and the multivariate analysis gave an F of 2.0176, df 12/439, having a $p < .0215$. Univariate analysis revealed the significant variables contributing to these differences as: (df 2/453)

Variable	Mean Square	F	p<
Fam. Trans.	3.8624	8.0305	.0049
Get Job	1.0268	5.3609	.0211
Keep Job	.6617	4.0017	.0461
Leave Job	1.6909	3.3824	.0666

The mean responses for married males were consistently greater than the mean responses for males never having been married. That is, married males viewed the activities as less important.

Similar comparisons were made for females subjects that were married or had been married. The univariate analysis was not significant. Consequently there was no difference in perceived importance of ELS by married females as compared to females who had been married.

The mean responses of the subjects grouped by number of years of employment for individuals who had never married as to the perceived importance of ELS are presented in Table 6 of Appendix D . The multivariate analysis did not indicate a significant difference at .05 level, consequently any difference that existed was due to chance. The number of years employed prior to marriage for those individuals who were employed prior to the time of marriage did not make a difference in the importance of the ELS. The means of response are shown in Table 7 of Appendix D. The multivariate analysis showed no significant difference among the groups.

There were no differences in the perceived importance of ELS by varying length of employment since marriage for those individuals who are now married. The mean responses are provided in Table 8 of Appendix D. The multivariate analysis did not indicate a significant difference at .05 or less; consequently, there were no differences in the perceived importance of ELS by individuals categorized as to family size.

Mean responses as to the perceived importance for the ELS when respondents were grouped by different family size are shown in Table 9 of Appendix D . Due to the small sample size of families exceeding nine in number these were combined with family size of nine. The multivariate analysis supported a significant difference of $\underline{p} < .0128$, having an $\underline{F}$ of 1.2578, $\underline{df}$ 96/2988. The univariate analysis revealed the primary difference in the variable of family member physical activities was significantly different at $\underline{p} < .005$ an $\underline{F}$ of 4.0183.

Families consisting of two individuals compared to individuals in larger sized families gave a significant difference from the multivariate analysis giving an $\underline{F}$ of 2.0275, $\underline{df}$ 12/442, having a $\underline{p} < .0207$. The variable that appeared to contribute to this difference was physical activity. The univariate $\underline{F}$ was 7.87, $\underline{df}$ 1/453, $\underline{p} < .0053$. Two member families rated the family member physical activities of less importance than families of more than two persons. There were no differences in the perceived importance of family member physical activities by individuals in families of four as compared to individuals in larger or smaller family groups. Both multivariate and univariate analyses did not give a significant difference.

The mean responses in the perceived importance of ELS by individuals categorized as to number of adults sharing a household are shown in Table 10 of Appendix D . The multivariate analysis gave an $\underline{F}$ of 1.2745, $\underline{df}$ 72/2421, having a $\underline{p} < .06$. Although the level of significance approached the .05 level, no further analyses were made.

There were no differences in the perceived importance of ELS by respondents when categorized by number of children at home. Mean responses are given in Table 11 of Appendix D . The multivariate analysis gave an *F* of 1.69, *df* 60/2088, having a $p < .0009$. The significant difference seemed to be explained by the dependent variables of physical activities, personal activities and keeping a job. The univariate analyses for these three factors were: (*df* 60/2087)

Variable	Mean Square	Univariate F	P<
Fam. Phys.	3.61	4.76	.0003
Pers. Act.	.26	2.07	.0677
Keep Job	.42	2.55	.0275

Since the differences among the groups were not due to chance, further analysis compared responses among subjects with differing numbers of children. Individuals having none or one child in the home and individuals having more than two or more children were compared as to differences in importance of ELS. The multivariate analysis indicated a significant difference with *F* of 2.3919, *df* 12/446, giving a $p < .0054$. The two dependent variables that seemed to contribute this difference were: (*df* 1/457)

Variable	Mean Square	F	P<
Fam. Phys.	6.0178	7.9344	.0051
Keep Job	.9628	5.7727	.0167

Respondents having none or one child rated physical activities and keeping a job less important than individuals having more children. There were no differences in the perceived importance of ELS for individuals having no children in the home as compared to individuals having three children.

The perceived importance of ELS by respondents when categorized by type of dwelling were compared for differences. Mean responses are given in Table 12 of Appendix D . The multivariate analysis was significant with a $p < .0463$, an *F* of 1.3571, and *df* 4.454. Since the difference was not due to chance, further analysis was carried out directed towards the dependent variable of family member housing activities.

There were no differences in perceived importance of ELS by individuals who rent a house/townehouse/mobile home as compared to indivdiuals who own their home or rent apartments as the multivariate analysis was not significant. A difference did occur in perceived importance of ELS by individuals who own their home as compared to individuals who live with relatives. The multivariate analysis gave an F of 1.7618, having df of 12.443, with a $p < .0521$. The variables that were identified as contributing to this difference were:

Variable	Mean Square	F	p<
Fam. House	.7513	3.6801	.0557
Fam. Phys.	2.7311	3.4531	.0638

Home owners had a lower mean on these variables than individuals who live with relatives. When comparing the perceived importance of ELS for individuals who own their homes as compared to those identifying "other" as dwelling, the univariate analysis did not give a significant F. When examining the groups of individuals who owned their home as compared to those individuals who rented their home, the multivariate analysis gave an F of 1.8026, having df of 12/443 with a $p < .0455$. The housing variable did not appear to account for the difference. The variable that appeared to be meaningful was feeding having an F of 3.8026, df of 1/454, and a $p < .0518$. Home owners perceived this variable having less importance than renters.

Due to the ambiguity of the item regarding educational levels attempted but not completed, no statistical analysis was done as the responses were not meaningful, but differences in perceived importance of ELS by respondents grouped as to amount of education completed were examined.

The mean responses of subjects are presented in Table 13 of Appendix D. The multivariate analysis provided an F-ratio of 2.2660 at df of 60/1914, giving a $p < .0001$. The variables that had a significant difference for the univariate analyses were family member activities of 1) feeding, 2) transportation, 3) physical and 4) interaction. The p's were as follows:

Variable	Mean Square	F	$p <$
Fam. Feed.	1.1719	4.1494	.0011
Fam. Trans.	1.8039	3.7563	.0025
Fam. Phys.	3.8998	3.6990	.0028
Fam. Int.	.4710	2.8380	.0156

Since the differences were not due to chance, further analyses were carried out to locate where the differences occurred. Comparisons were made in the perceived importance of ELS by individuals who completed elementary school as the highest level of education as compared to individuals achieving higher levels of education. The multivariate gave a significant difference having an F of 5.3744, df of 12/408, giving a $p < .0001$. The variables that contributed to the difference were: (df 1.419)

Variable	Mean Square	F	$p \leq$
Fam. Feed.	1.1719	7.2364	.0075
Fam. Trans.	1.9882	4.1401	.0426
Fam. Phys.	3.1291	10.3697	.0014
Fam. Int.	.9655	5.8183	.0163

High school graduates generally gave more importance to the ELS for each of these variables than did individuals having completed more education, and the hypothesis was rejected. In contrast there were no differences in the perceived importance of ELS by individuals who completed community college as the highest level of education as compared with individuals who achieved higher educational levels.

Table 14 of Appendix D gives the mean responses for subjects as to perceived importance of ELS by individuals grouped as to having or not having child care. A significant difference was found with the multivariate analysis giving an $\underline{F}$ of 4.3004, $\underline{df}$ 12/436, having a $\underline{p} <$ .0001. The variable identified as contributing to this difference was: ($\underline{df}$ 1/447)

Variable	Mean Square	F	p<
Fam. Phys.	13.4886	17.7270	.0001

Those respondents having child care rated this variable as more important than respondents not having child care. When grouping respondents as to location of child care in the perceived importance of ELS, the multivariate analysis did not reveal a significant difference between respondents when categorized as to using child care in or out of home. (See Table 15 of Appendix D). The multivariate analysis did not indicate a significant difference between the mean responses for the subjects as to the perceived importance of ELS by individuals having or not having paid help in the home.

The mean responses for subjects are given in Table 16 of Appendix D in perceived importance of ELS by individuals being self-employed or working for someone else. The multivariate analysis did not show significant difference between these two groups.

The perceived importance of ELS by individuals having different reasons for working are presented in Table 17 of Appendix D. The multivariate analysis did not give a significant difference; consequently, any differences that occurred were due to chance.

Grouping respondents by occupation revealed several differences in perceived importance of ELS. Subject's mean responses are given in Table 18 of Appendix D. The multivariate analysis showed a significant difference having an F of 1.8584, and df 108/3113, giving a $p < .0001$. The variables that contributed to this difference were: (df 9/437)

Variable	Mean Square	F	p<
Fam. Hous.	.4090	2.0315	.0346
Fam. Trans.	1.0323	2.1234	.0165
Fam. Phys.	1.9776	2.5974	.0064
Pers. Act.	.2505	1.9637	.0420
Get Job	.3644	1.9155	.0481
Keep Job	.4475	2.7302	.0042
Leave Job	1.0105	1.0449	.0333

Further analysis was necessary to identify where the differences were located among the occupational groups. There was a difference in perception of the importance of ELS by individuals in a professional occupation as compared to individuals classified as homemakers. The multivariate analysis gave an F of 3.5388, df 12/426, with a $p < .0001$ which was significant. The contributing variables were: (df 1/437)

Variable	Mean Square	F	p<
Pers. Act.	.9231	7.2374	.0075
Keep Job	1.0037	6.1242	.0138

Professionals rated these variables as more important than did homemakers. There was no difference in the perceived importance of ELS of individuals in occupations of managers and administrators as compared to homemakers. Individuals who were in the occupation of sales workers did not differ from fulltime homemakers in the perceived importance of ELS. There was a difference in the perceived importance of ELS by individuals in clerical occupations as compared to fulltime homemakers. The multivariate analysis was significant having an F of 2.4108, df 12/426, having a $p < .005$. The variables that appeared to contribute to this difference were: (df 1/437)

Variable	Mean Square	F	P <
Fam. Hous.	1.8288	9.0844	.0028
Fam. Trans.	5.5569	11.4302	.0008
Fam. Soc.	1.5439	5.4317	.0203

The homemakers rated these variables as more important than did craftsmen. Individuals who were in operative occupations did not differ from fulltime homemakers in the perceived importance of ELS. There was no difference in the perceived importance of ELS by individuals who were in laboring occupations as compared to fulltime homemakers as the multivariate analysis did not show a significant difference. When examining the difference in the perceived importance of ELS by individuals who were service workers as compared to fulltime homemakers, the multivariate analysis gave a significant F of 1.9520, df of 12/426, having a $p < .0302$. The identified variables contributing to the differences were: (df 1/437)

Variable	Mean Square	F	P <
Get Job	2.2818	11.9947	.0006
Keep Job	1.6989	10.3657	.0014
Leave Job	2.1668	4.3849	.0369

The homemakers rated these variables less important than the service workers. There was a difference in the perceived importance of ELS of individuals classified as private household workers and fulltime homemakers. The multivariate analysis gave an F of 2.1314, df 12/426, having a $p < .0143$. The variables that contributed to the difference were:

Variable	Mean Square	F	P <
Fam. Phys.	4.4605	5.8581	.0160
Leave Job	1.9084	3.8261	.0501

Homemakers rated these variables as less important than did private household workers.

The respondents were grouped by income levels and differences in responses were analyzed. Mean responses for each dependent variable are shown in Table 19 of Appendix D. The multivariate analysis gave a significant F of 2.1574, df of 60/1938, having a $p < .0001$. The univariate analyses were significant for the following variables: (df 5/424)

Variable	Mean Square	F	P<
Fam. Feed	.7257	2.5205	.0290
Fam. Trans.	3.0949	6.3854	.0001
Fam. Soc.	.6062	2.1868	.0548
Keep Job	.5808	3.7006	.0028

Since there was a significant difference, further analysis was undertaken.

There was no difference in perceived importance of ELS by individuals in lowest income range (less than $3,000 per year) as compared to those individuals having higher incomes. The multivariate analysis did not show a significant difference in the perceived importance of ELS by individuals who are in the $3,001 to $6,000 annual income bracket as compared to individuals in higher income ranges. Individuals with annual incomes of $6,001 to $10,000 were compared to individuals having higher incomes. The multivariate analysis gave a significant F of 3.0937, df 12/413, with a $p < .0004$. The variables that contributed to the differences were: (df 1/424)

Variable	Mean Square	F	P<
Fam. Trans.	1.9709	4.0663	.0444
Keep Job	1.2814	8.1646	.0045

Generally, the individuals in the lower income bracket rated these variables as less important than the other groups. There was a difference in the perceived importance of ELS by individuals having an annual income of $10,001 to $14,000 as compared to individuals having a higher income.

The multivariate analysis provided an F of 3.5434, df 12/413, having a $p < .0001$. The variables contributing to this difference were: (df 1/424)

Variable	Mean Square	F	p<
Fam. Trans.	6.8854	14.2059	.0002
Fam. Soc.	1.4412	5.1988	.0231
Keep Job	1.0939	6.9699	.0086

The lower income group rated these variables as more important than higher income groups. There was a difference in importance of ELS by individuals in the $14,001 to $18,000 as compared to individuals having a higher income. The multivariate gave an F of 1.6943, df of 12/413, having a $p < .0655$, the significant variables:

Variable	Mean Square	F	p<
Fam. Cloth.	2.1800	6.7309	.0099
Fa. Feed	2.0335	7.0627	.0082

The lower income group rated the variables as more important than the higher income group.

Of the twenty-two major questions, ten were significant at the .05 level or less (See Table 20). These dealt with the independent variables of sex, age, marital status, family size, number of children in household, type of dwelling, education completed, child care, occupation, and income. The dependent variables that contributed to the significant differences for the above independent variables and frequency of occurrence were:

Dependent Variable	Frequency
Fam. Fin.	1
Fam. House	3
Fam. Feed	2
Fam. Trans.	6
Fam. Phys.	7
Fam. Soc.	1
Fam. Int.	1

Table 20. Significant Variables As Indicated By Multivariate Analyses

Item	F-Ratio	df	$p < .05$
County	1.0585	24. and 894.0000	.3866
Sex	7.1174	12. and 444.0000	.0001
Age	1.5047	48. and 1720.0773	.0150
Chronic Health[1]	.6409	12. and 447.0000	.8074
Handicap[1]	1.2652	12. and 449.0000	.2363
Marital Status	2.3357	24. and 884.0000	.0004
Not Married, How Long Worked	1.3390	48. and 225.4607	.0831
How Long Worked Prior to Marriage	.9464	48. and 1492.8031	.5785
How Long Worked After Marriage	1,0262	48. and 1454.2821	.4247
Family Size	2.0275	12. and 442.0000	.0207
Number of Adults	1.2745	72. and 2421.4255	.0615
Number of Children	1.6911	60. and 2087.5393	.0009
Dwelling	1.3751	48. and 1708.5210	.0463
Ed. Attempted	.9785	60. and 767.0436	.5240
Ed. Completed	2.2660	60. and 1914.2828	.0001
Use of Child Care[1]	4.3004	12. and 436.0000	.0001
Locating Child Care[1]	.9069	12. and 72.0000	.5445
Paid Help in Home[1]	1.1036	48. and 1677.7042	.2918
Self-Employed[1]	1.4358	12. and 440.0000	.1462
Reason for Working[1]	1.2666	48. and 1554.4368	.1062
Occupation	1.8584	108. and 3113.8478	.0001
Income	2.1574	60. and 1937.6959	.0001

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[1] These items were deleted from final form.

Dependent Variable	Frequency
Pers. Act.	3
Get Job	2
Keep Job	5
Leave Job	2

The factor analysis of variance was used to 1) give statistical support to the logical structure of ELS and 2) identify the items that could be deleted, as they added little to the interpretation of the factor structure of the instrument. The factor analysis utilized the computer package SPSSH-Version 6.01AA which is based on principle factoring with iteration.

Each set of items corresponding to each dependent variable was factor analyzed with the exception of the three occupation variables. These three sets were combined into one set for factor analysis. The results of the factor analysis indicated 21 identifiable factors within the instrument.

The delineated factors and supporting items are given in Table 21 Of the original 117 items, 29 could be deleted with minimum effect on the identified factors. The items that offered possibilities of deletion were:

Variable	Item No.
Fam. Fin.	1
	8
	15
Fam. House	21
	25
	26
	27
Fam. Int.	60
	61
	67

Table 21. Factor Structure of ELS

Factors	Item	Interpretation
Family Member		
1	20,22,30-35,38-41	Maintenance-home,family
2	7,9,11,23,24,28,29,42,43	Financial I
3	45,46,47,48,49	Physical care of others
4	62,63,64,65	Cons. skills
5	4,6,13	Financial II
6	55,56,57,58,59	Family resp.
7	2,3,5,7	Financial III
8	9,10,11,12,14	Life Protection
9	51,52,53	Getting along
10	36,37	Creative food
11	19,20	Attractive home
12	16,17	Obtaining housing
Personal Activity		
1	74,75,83,84,85	Ideas
2	87,90,91,92	Self care
3	71,73	Passive entertainment
4	69,76	Friends
5	78,79	Family
Occupation		
1	96,100-110	Job responsibility
2	95,115-117	Job mobility
3	97-99	Basic skills
4	111,112	Independence

Variable	Item No.
Fam. Cloth., Trans., Phys.	44
Fam. Soc.	50
	54
Pers. Act.	70
	72
	77
	80
	82
	86
	88
	89
	93
Occup.	94
	114
Additional family activity items	18
	23
	59
	66
	68

This would reduce the instrument to 88 items.

The Kuder-Richardson internal consistency coefficients of reliability were computed for the three sections of the ELS. The reliability coefficients were:

Family Activities Combined	.95
Personal Activity	.84
Occupation	.93

With the recommended items deleted the reliability coefficients were:

Family Activities Combined	.93
Personal Activity	.76
Occupation	.91

These data illustrate a high degree of internal consistency in the responses to items. Also, deleting identified items had very little effect on reliability coefficients.

As a result of the field testing, the ELS instrument was shortened by removal of the 29 items that appeared to have a minimum effect on the outcome. Also the PI was altered to delete those items that did not appear to be relevant to difference in response. (See Appendix E for copy of ELS and PI used in Phase III)

Phase III

A multi-stage sampling procedure was utilized for the data collection. To contact employed individuals by occupation, it was necessary to first identify businesses as to geographical location within the state.

Several sources were contacted to identify the listing of all businesses (the population) within the state. The Arizona Manufacturers Association (Arizona Directory of Manufacturers, 1974, Ariz. Dept. of Economic Sec.) provided a list of all businesses using manufacturing classification. Other organizations such as Better Business Bureau, Chambers of Commerce and OSHA could provide only partial listings. Only one source, telephone companies, could provide the population of businesses that expedited the random selection.

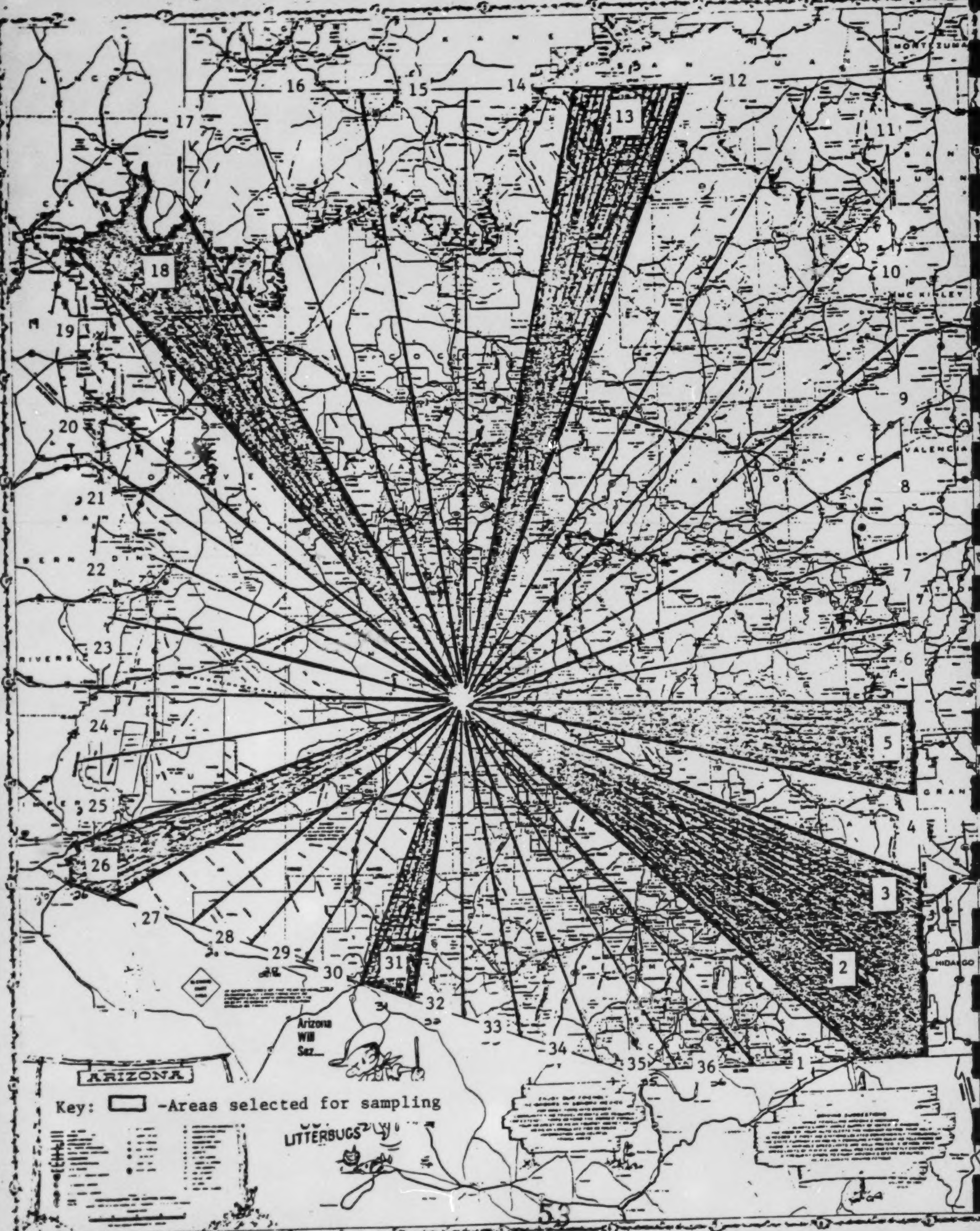
In stage one, the yellow pages of telephone directories were used to search out the population of businesses. The telephone companies serving the state have the policy of automatically listing all business telephone numbers in the yellow pages. A small home-operated business might not have a business telephone and consequently would not have a business listing. For the purpose of this study, there was no attempt to locate these particular situations as there was no feasible way of knowing them. A total of seven telephone companies serviced the state and all directories were used.

Of the approximately eighty thousand business establishments within the state, the vast majority were located in two cities. Using five telephone directories and the first one-third of each telephone directory for the two largest cities, businesses were categorized as being primarily trade, government, construction, mining, finance, agriculture, service, manufacturing, transportation, and public utilities. (Valley National Bank, Arizona Statistical Review, 1977) They were then geographically located within the state to identify the pattern of distribution.

In stage two, to secure a heterogenous representation of businesses the most appropriate procedure was to divide the state into ten degree segments with the central point being in the largest city. The first line bisected the second largest city. Although for each segment the density of the number of businesses varied, there were some exceptions to the heterogeneity, namely mining and manufacturing. Seven of the 36 segments were randomly selected. (See Figure 1) Every identifiable business in the yellow pages of the telephone directory for each of the seven segments was listed, categorized as to type of business, and geographically located.

In stage three, ten percent of the businesses were randomly drawn from each of the types of businesses within each of the seven segments. A total of 2104 businesses were drawn.

Figure 1. Areas Within State Selected For Sampling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ARIZONA
Key: ▭ -Areas selected for sampling
MONTEZUMA
MC KINLEY
VALENCIA
GRANT
HIDALGO
RIVERSI
BERN DINO
Arizona Will Saz
LITTERBUGS

53

The distribution of businesses for the initial sampling was as follows:

Type of Business	Segment							
	2	3	5	13	18	26	31	
Trade	180	277	210	178	94	100	16	
Government	18	18	21	27	4	23	—	
Construction	17	18	14	21	8	11	—	
Mining	1	—	3	—	1	—	—	
Finance	32	31	35	40	16	23	—	
Agriculture	7	2	1	4	9	6	—	
Service	90	124	127	108	30	56	3	
Manufacturing	16	17	5	7	3	4	12	
Transportation	6	4	5	6	1	6	1	
Public Utilities	6	—	—	—	1	—	—	
Total	373	491	421	391	167	229	32	= 2104

For stage four, the approach was to utilize the businesses drawn in stage three as a means of contacting individuals employed in the various occupations. This was based on the assumption that most businesses would have employees serving in different occupational capacities rather than a business having employees in only one occupation. Although an individual might reasonably serve in more than one occupational role, particularly in a small business, the individual was categorized by the occupation in which he/she was hired by the business. For example, a mechanic at a service station might be involved in sales of merchandise but the primary responsibility was that of a mechanic or craftsman.

The classifying of individuals by occupation with some adjustment was the same as that used by Department of Labor. (U.S. Department of Labor Manpower Administration, Lawrence Berkeley Laboratory, 1972) This provided a base for comparing the final sample with actual employment figures. The classification categories were as follows:

Professional, technical, and related engineers

Managers, administrators

Sales workers

Clerical workers

Craftsmen, foremen, and related construction craftsmen

Operatives (including transport)[2]

Laborers (including farm)[3]

Service workers

Private household workers (See Appendix D for more detailed listing.)

The general procedure followed was 1) to send the selected business a letter (See Appendix F) in which the project was explained and participation solicited. 2) A telephone call was made to confirm or deny willingness to participate. Frequently, more than one call was necessary to contact the selected business. A minimum of six calls was made at various times of the day and on different days of the week. When no response was received, an alternate business was drawn. 3) The next step was to personally deliver the questionnaires and to explain the distribution to males and females. At that time arrangements were made to either pick up the completed questionnaires or to have them returned by mail. Employee participation was voluntary and at the discretion of the employer. The only limitations placed on the respondents were that the individuals be employed either part or full time and be sharing living quarters with at least one other person. Employers varied as to whether they wished to encourage all employees to participate, or to select certain employees as possible respondents. The size of the business, convenience of employee contact, and whether or not the business was in a busy or slow season seemed to be some of the observed factors that affected the number of employees contacted. If the businesses were located on an Indian reservation, approval was received from appropriate Indian agencies before any contact was made to the selected business. 4) This step consisted of a telephone follow-up when necessary to arrange for pick up of the materials or to encourage mailing of returns.

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[2] Transport equipment operatives were included rather than having a separate category.

[3] Farm laborers were included.

The collection of data occurred from January 1977 through August 1977 for the employed respondents and from October through November 1977 for homemakers. As could be expected, although the managers of all businesses contacted had expressed willingness to cooperate, returns varied from 100 to zero percent. The average was approximately 50 percent.

If a business in the sample had closed during the time of the study and prior to being contacted, this was determined by return of initial letter and/or discontinued telephone service, an alternate was drawn depending upon the change in the total number of businesses of that type. Until July 1, 1977, alternates were drawn for businesses that did not wish to participate or for which no returns were achieved. No businesses that opened during the time of the study were included.

Since sampling homemakers within the state was not feasible, as an alternative, this group was limited to Maricopa County. The County census tracts were used as the basis to delineate the population of homemakers. From the 223 census tracts, eleven were randomly selected. Within these eleven, two tracts were sparsely populated, approximately 200 individuals or less, whereas the average population was approximately 4,000. The two sparsely populated tracts were replaced.

Each tract was divided into approximately 16 equal areas, and one area was randomly drawn. For this area, a door-to-door contact was made to identify and solicit the participation of fulltime homemakers. Time for visits was between 8:30 a.m. and 4:30 p.m. There was no attempt to do any follow-up on non-returns or the not-at-homes for this group. Time and money restrictions necessitated limiting the size of this sample.

The return for the homemaker group, agreeing to participate was 64 percent providing a total of 130 subjects. Contacts and returns were:

Census Tracts	Houses	Not at Homes and/ or Not Eligible	Non-Participating	Participating	Return
N	N	N	N	N	N
11	1235	902	130	201	130

In the final sample, 1117 businesses were involved providing a total of 4929 participants. (See Table 22) There were 2636 businesses contacted giving a 42 percent rate of cooperation with the study. Of the initial list of businesses for first contact 23 percent, 614, were

Table 22. Number Of Businesses By Geographical Segments Participating In Final Sample

Segment	Cooperation	Number
Segment 2	Participated	287
	Non-returns	57
	Unable to participate	118
	Discontinued	195
	Unable to contact	17
	No paid employees	1
Segment 3	Participated	275
	Non-returns	71
	Unable to participate	125
	Discontinued	107
	Unable to contact	14
	No paid employees	2
Segment 5	Participated	118
	Non-returns	73
	Unable to participate	42
	Discontinued	165
	Unable to contact	40
	No paid employees	0
Segment 13	Participated	208
	Non-returns	102
	Unable to participate	43
	Discontinued	51
	Unable to contact	43
	No paid employees	2
Segment 18	Participated	125
	Non-returns	27
	Unable to participate	46
	Discontinued	36
	Unable to contact	14
	No paid employees	1
Segment 26	Participated	94
	Non-returns	104
	Unable to participate	33
	Discontinued	55
	Unable to contact	16
	No paid employees	0
Segment 31	Participated	10
	Non-returns	7
	Unable to participate	7
	Discontinued	7
	Unable to contact	0
	No paid employees	0

discontinued. Only 414, about 15 percent, of contacted businesses were unable to participate. When these businesses and those with whom no contact could be made were eliminated, the rate of businesses participating in the study by providing respondents was 53 percent. There was no attempt to identify the percentage of total respondents per business.

Chapter IV - Results

The results are presented in three sections. The first describes sampling changes. This is followed by a discussion of the descriptive data, and the third section presents the major questions and accompanying analyses.

As the collection of data proceeded, some changes were necessary. Agriculture as a business was eliminated as there was a lack of stability in this group because many migrants were involved. In turn, this led to language difficulties as many could not read and write English. In addition, farm managers indicated that many workers might be suspicious of questionnaires, and there were numerous difficulties in reaching the workers as they were not in close proximity to headquarters. The number of laborers also varied from day to day. The problem was compounded since the time of data collection was the busiest season. Unfortunately, a random sample could not be drawn, therefore, statistics would not be meaningful for this group.

Contact with individuals that were private household workers was also not attainable. Within the initial sample a few agencies were drawn that specialized in providing household help. Unfortunately, these agencies were unable to participate primarily due to the temporary nature of their employees. No practical procedure was available to find household workers not being placed by an agency. The problems were somewhat similar to those of the agriculture business.

The original study was focused on delineating the essential living skills for women. Prior to the last phase of the study, the decision was made to include identifying essential living skills for males. Time was not available to follow a similar procedure for developing an instrument for males as was done for females. The assumption was made that most of the essential living skills for women would be the same for men. To take care of any differences, three open ended questions were added relating to the male role as a family member, individual, and as an employee.

The open ended questions were directed to any additional skills that might be viewed as essential for males in the three roles. The number of individual responses given for the three questions was 3700. The responses for each role were sorted and examined for similarities and differences. Generic categories were developed on the basis that each category be mutually exclusive and that the category title be representative of all responses within that category. The final sorting and classification were done by the two researchers. No data had been analyzed at this time so bias on the part of the researchers would be negligible. Fourteen categories emerged and the same categories were appropriate for all three roles. The categories were:

Leisure
Communication
Interpersonal
Education
Physical appearance
Finances
Religion
Skills not job related
Employment
Self worth
Decision making
Personal attributes
Community involvement
Separate home and work

All categories were operationally defined. (See Appendix G for operational definitions). The distribution of items by categories were:

	Family N	Individual N	Employee N
Leisure	63	92	9
Communications	87	52	57
Interpersonal	558	244	219
Education	36	35	74
Physical appearance	51	55	31
Finances	95	21	38
Religion	56	39	15
Skills not job related	109	67	32
Employment	22	25	211
Self worth	43	158	41
Decision making	22	16	5
Personal attributes	240	319	371
Community involvement	6	17	5
Separate home & work	-	-	19
Totals	1388	1140	1127

The identification of ELS was being sought for both male and female but having each respondent fill out two questionnaires, one for male and one for female, would have been too time consuming for the respondent. Consequently, the questionnaires were alternated so that for two consecutive respondents of the same sex, one would be responding for own sex and the second individual responding for the opposite sex. In this manner one half of the female subjects were given questionnaires asking for responses as to which ELS were important for women in the three roles. The other half of the women were given questionnaires asking for responses as to which ELS were important for men in their roles. The same procedure was followed with male subjects.

There were 2416 females and 2513 males responding to the questionnaires. Responses of the females were as follows:

Occupation	F/F[1]	F/M[2]	M/F[3]	M/M[4]
1-Professional	224	139	255	253
2-Managers	190	107	265	369
3-Sales	101	51	180	194
4-Clerical	652	492	84	80
5-Craftsmen	35	17	167	169
6-Operatives	27	23	65	61
7-Laborers	15	5	30	41
8-Service	194	144	137	163
9-Private Household workers	-	-	-	-
Total N	1438	978	1183	1330

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[1] Female responding as to importance of ELS for females, this notation is used throughout the paper.

[2] Females responding as to importance of ELS for males, this notation is used throughout the paper.

[3] Males responding as to importance of ELS for females, this notation is used throughout the paper.

[4] Males responding as to importance of ELS for males, this notation is used throughout the paper.

Descriptive data

All subjects were grouped by demographic variables and responses examined to locate differences and commonalities. When examining the results, if 60 percent or more of the respondents concurred in their perception of the importance of an ELS for a role, the item was considered having priority of importance. Of the 87 essential living skills on the questionnaire both males (60 percent or above) and females (60 percent or above) selected the same 43 items as being important for the females as a family member. (See Fig. 2) In addition, male respondents indicated another 17 items as important for females in the role of family member. Female respondents did not indicate any items not noted by males. (See Fig. 2; Table 23 in Appendix H)[1] When considering the ELS important for females in the role as an individual, both male and female respondents checked the same 77 ELS. The male respondents identified three skills that were not checked by females. Female respondents did not check any skills not noted by male respondents. (Fig. 2) Only eight of the ELS were checked by both males and females as important for females in the role of employed person. Female respondents also noted another ten skills as important. In contrast, male respondents checked only one skill not checked by female respondents. The same 42 ELS were identical in being noted as important for males in the family role by 60 percent or more of both male and female respondents, but male respondents did not check any

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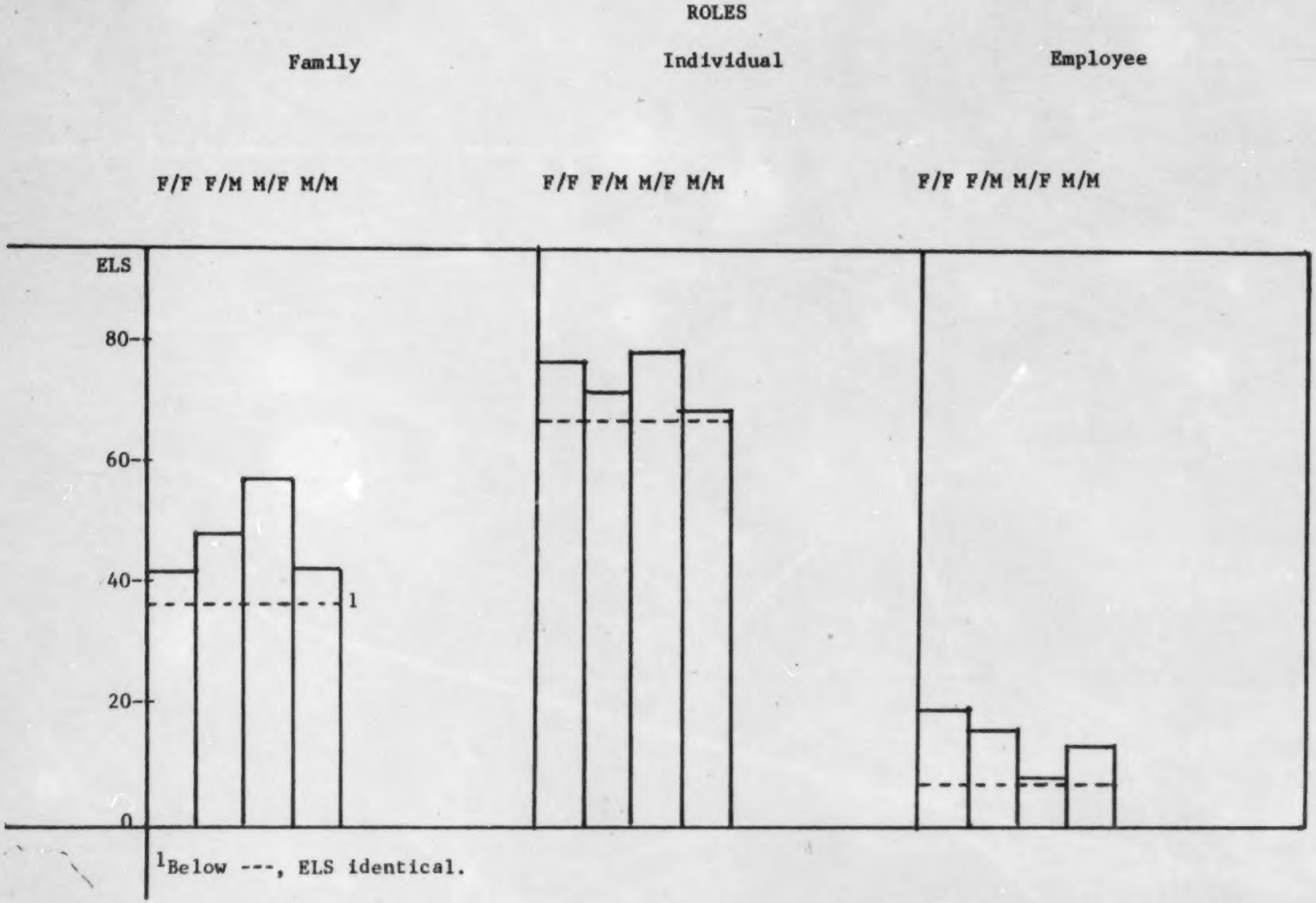
[1] Tables providing detail of response by each item are presented in Appendix H.

Figure 2. ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of The Respondents



[1] Below ---, ELS identical.

skill not checked by female respondents. When viewing the skills necessary for a male as an individual, there were 52 skills receiving 60 percent or higher response from both males and females. In addition, females checked three items not noted by males, and males indicated only one item not emphasized by females. In relation to being an employee, the same nine items were checked by both female and male respondents as being important for a male. The females noted three additional skills and the males only one skill.

There were 32 identical skills indicated by both sexes as important for females and males in the two roles, family and individual. These items were: 1:36-Plan for distr. of prop., 1:37-Get leg. titles, 1:40-Buy car, 1:43-Keep records, 1:52-Store food, 1:54-Understand advertis., 1:55-Share respon., 1:58-Arrange for pub. util., 1:60-Time for eat., 1:62-Get along with rel., 1:63-Care for clothes, 1:64-Get along with family, 1:67-Plan for spend. money, 1:68-Use a check. acct., 1:70-Make home comfort., 2:7-Select & buy food, 2:9-Care outs. house, 2:10-Visit with friends, 2:13-Exchang. ideas, 2:14-Make home attract., 2:16-Pay bills, 2:17-Get insur., 2:20-Get hous., 2:25-Follow safety rul., 2:34-Do house repairs, 2:36-Get house furn., 2:38-Clean up aft. meal, 2:43-Accept. respon., 2:45-Have family, 2:48-Meet tim. sched., 2:54-Do job & home respon., 2:55-Get along with neigh. (See Table 23 in Appendix H)

There was no one item deemed essential for all roles of family, individual, and employee for both females and males. Two items, 1:53-Grow food, and 2:21-Using pub. assis., were not perceived by either males or females as being important for self or the other sex in any of the roles of family, individual, and employee. Of the possible 249 possible responses, males and females concurred on 210 responses as to whether a skill was important or not for self or other sex in the three roles.

Of the fourteen counties within the state all were represented but one. As could be expected, the majority of the subjects were from the most heavily populated county. Sixty four ELS were seen as important for all three roles for all respondents within a specific county. (See Fig. 3; Table 24 in Appendix H) No ELS was selected as being important for all three roles by all respondents. For the role of individual, all participants concurred on 42 ELS as being important. Only twelve ELS were seen as important for the family role by all respondents irregardless of county. Four ELS were seen as important for both family and individual roles by all respondents. These were 1:55-Share respon., 1:64-Get along with family, 2:9-Care outs. house, and 2:54-Do job & home respon. No ELS was indicated as not being important for at least one role. It should be noted that two of the counties had only one respondent each.

Categorizing respondents by sex revealed that there was concurrence on 42 of the ELS as being important for both males and females in the role of a family member. (See Fig. 4; Table 25 in Appendix H) Of the respondents, the males and females concurred on 43 of the ELS as being important for both sexes in the role of family member, 74 for the role of individual, and 11 for role of employee. In addition, males noted the importance of six ELS not indicated by females for role of family member, and females added only one ELS not supported

Figure 3. ELS For Three Major Roles As Indicated By 60% Or More Of The Respondents When Grouped By County Of Residence

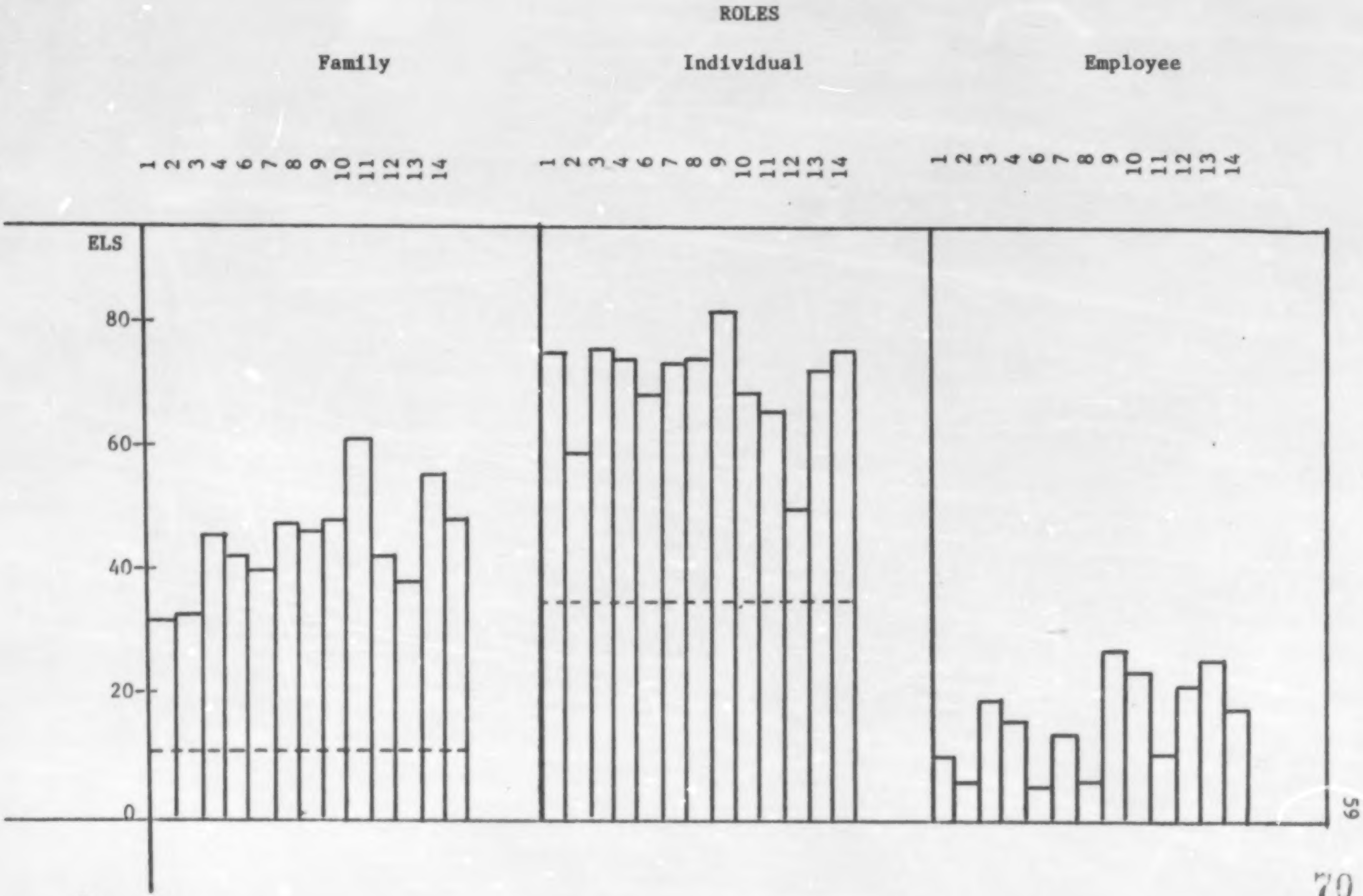
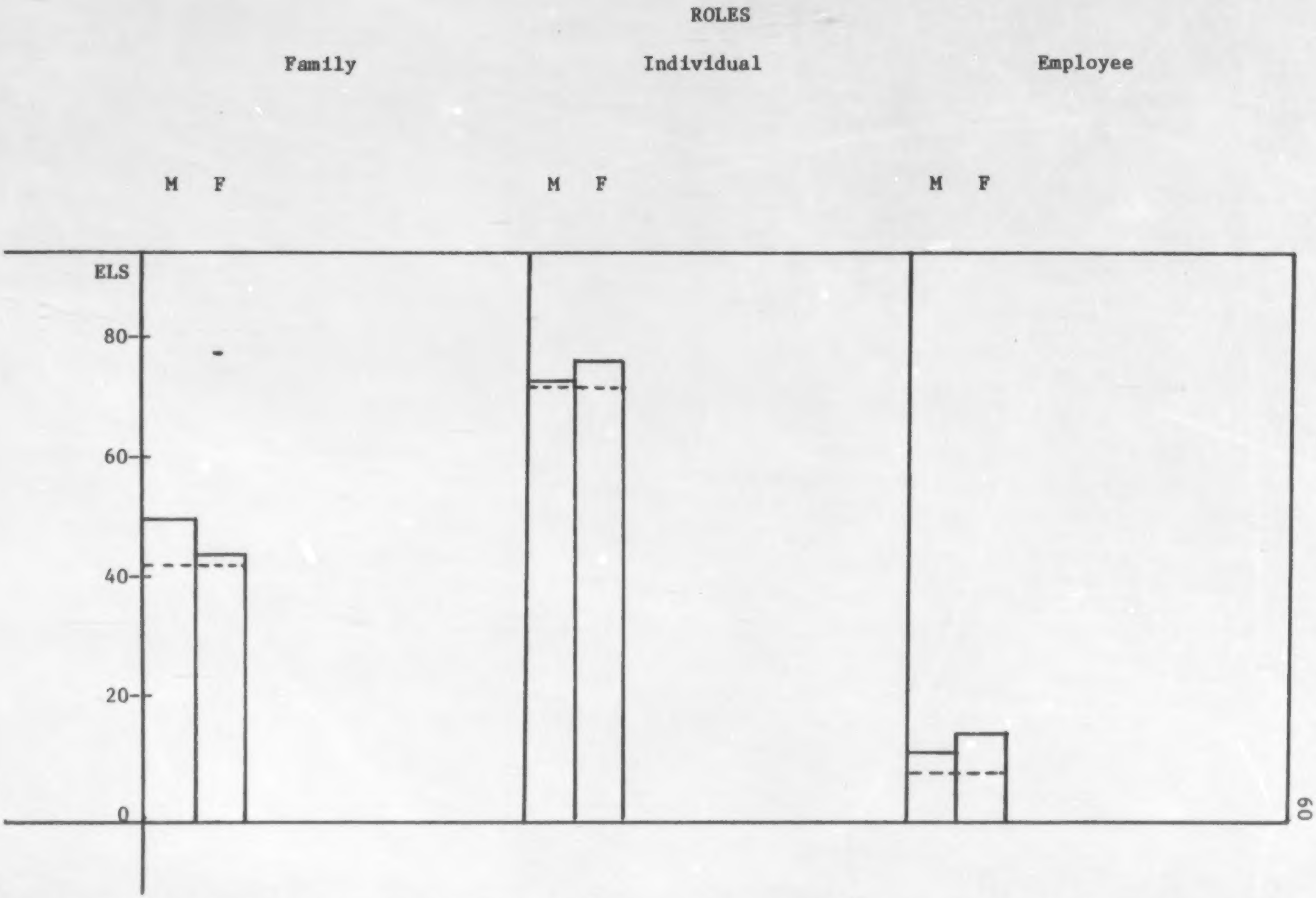


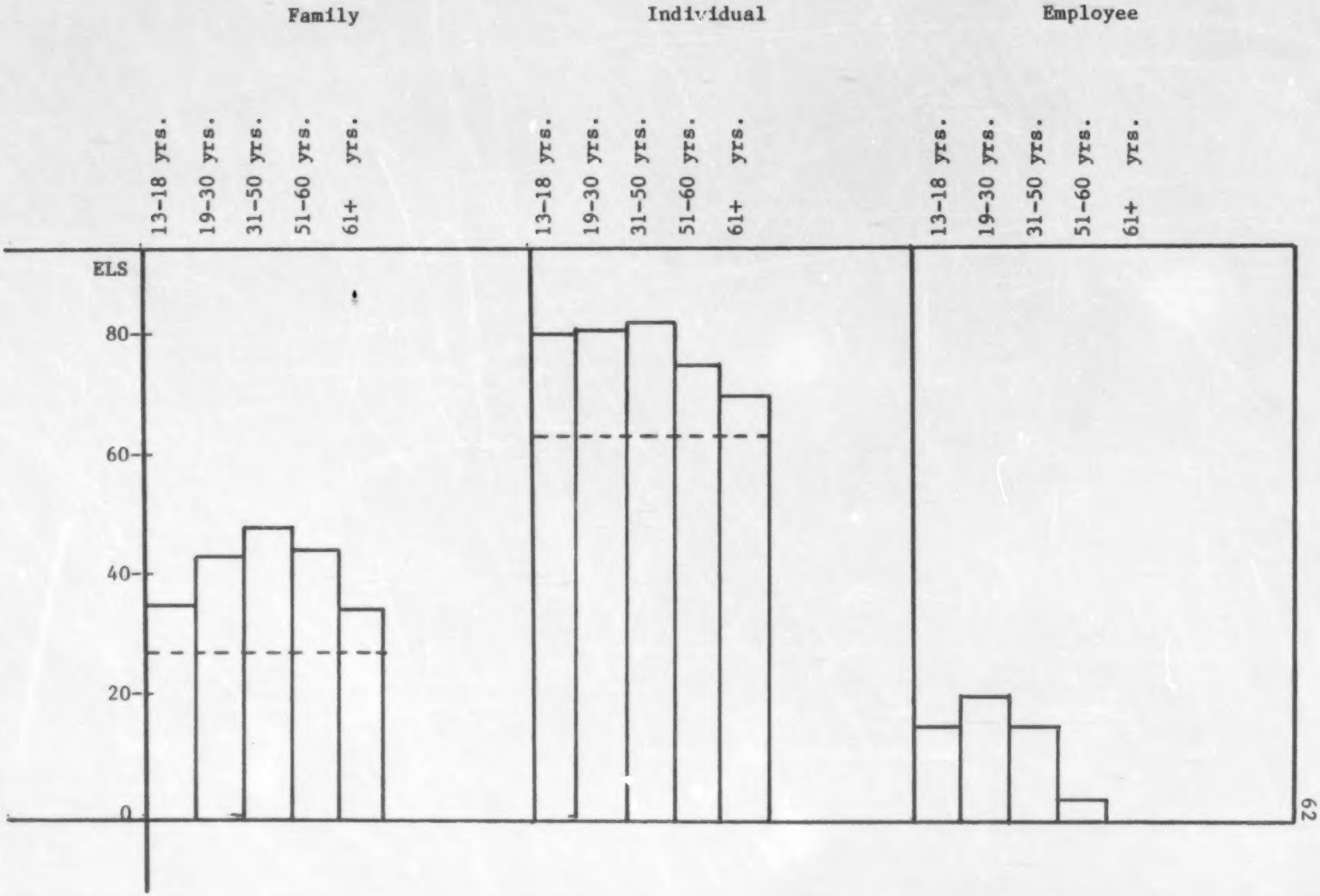
Figure 4. ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Sex



by males for this role. In contrast, males had only one ELS in role of individual not indicated by females; whereas, the females selected four ELS not supported by males. For the role of employee, females selected seven ELS not selected by males. Males noted only one ELS not indicated by females in this role. It should be kept in mind that when these respondents were categorized by sex, the identification of whether the response was for ELS important for male or female was lost.

When the respondents were categorized by ages 13-18, 19-30, 31-50, 51-60, 61 or more years of age, respondents in the age range of 31-50 years tended to view more of the ELS as important for all three roles, except employee, as compared to the other age groups. (See Fig. 5; Table 26 in Appendix H) All age groups concurred on 28 of the ELS being important for the role of family member, 62 ELS for the role of individual, and there was no agreement of importance on the ELS for the employee role. Of the ELS, 21 were viewed by all age groups as important for both family and individual roles. None of the ELS were viewed as important for role of employee by the age group of 61 or more. There were 18 ELS seen as important for the employee role by at least one age group. These were: 1:38-Keep job skills, 1:41-Accept author., 1:49-Get along with others, 1:51-Supervis. help, 1:55-Share respon., 2:26-Use arith. skills, 2:29-Meet requir. standards, 2:31-Use speak. skills, 2:32-Do extra work, 2:33-Leave job, 2:37-Listen to & fol. dir., 2:43-Accept. respon., 2:47-Work und. press., 2:48-Meet time sched., 2:49-Plan & org., 2:50-Prepare for job mob., 2:54-Do job & home respon., and 2:56-Follow work rul. Sixty seven ELS were not seen as important to the role of employee by 60% or more of all age subgroups. Four ELS,

Figure 5. ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Age



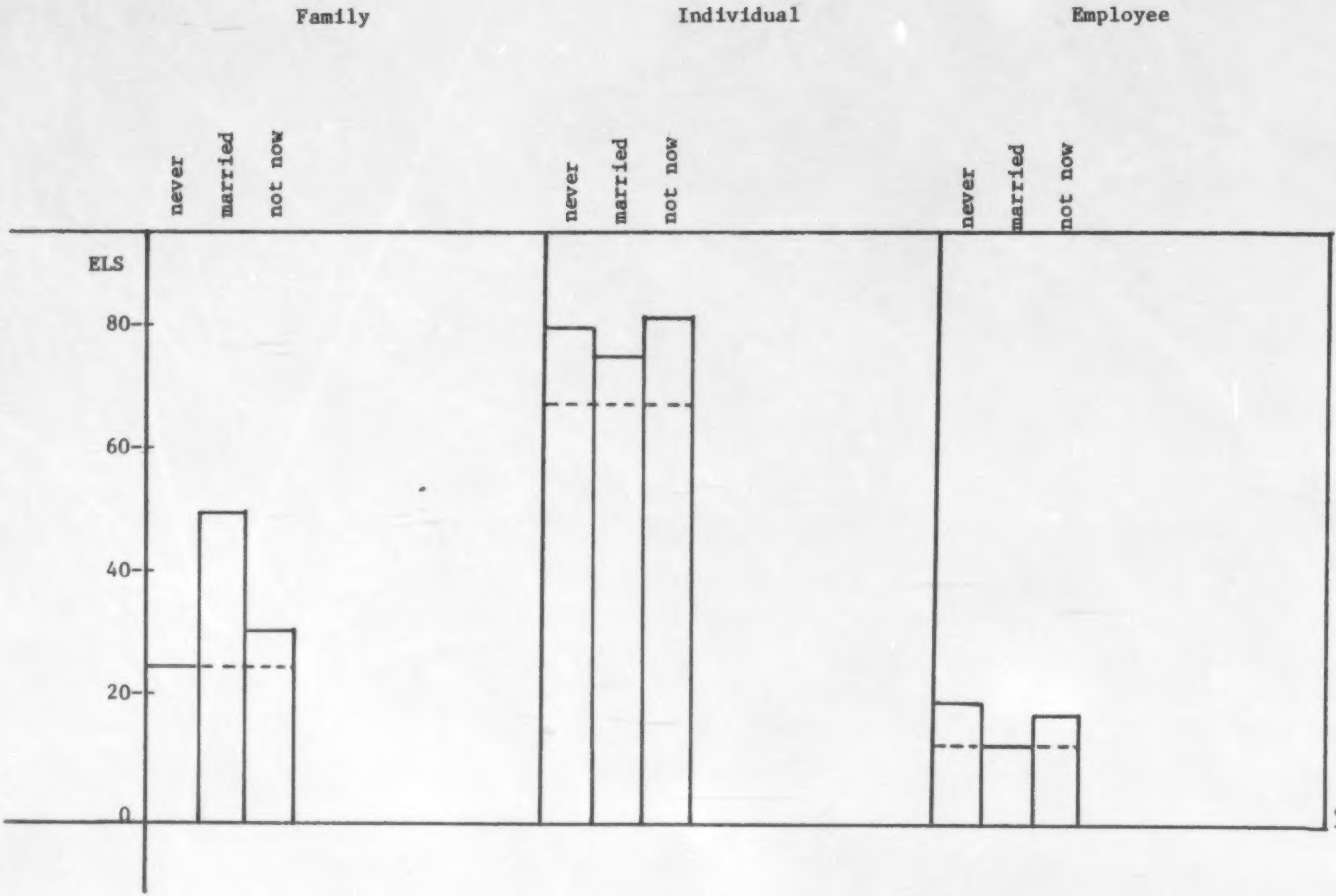
1:45-Apply for temp. leave, 1:59-Use finan. advis., 2:21-Use pub. assis., and 2:42-Can/freeze/dry food, were not important for either of the family or individual roles.

When arranged by marital status, married respondents viewed more ELS as important for all three roles than respondents never married or having been married. (See Fig. 6; Table 27 in Appendix H) Of the ELS, 18 were viewed by all respondents irregardless of marital status as being important for roles of family and individual. For the role of employee, 13 ELS were perceived as important by all respondents. Three skills were not checked as important for any of the three roles, 1:53-Grow food, 2:21-Use pub. assis., and 2:42-Can/freeze/dry food. Of all the ELS, 59 of the ELS were viewed in the same manner, either as important or not important for role of family member, 78 for role of individual, and 82 for the employee role by all respondents when categorized by marital status.

In examining the respondents that had never married as to their views on the importance of ELS, there was agreement of 25 ELS as being important for role of family member. (See Fig. 7; Table 28) This was one-half the number of items noted by married respondents for the family role. The respondents that had been married noted 33 skills important for family role. The never married respondents checked a total of 69 skills as being important for individual role, and 8 skills for role of employee. There were very slight differences among the three groups as to the number of ELS noted for roles of individual and employee.

Grouping married respondents by work experience during marriage revealed slight differences in response patterns. When grouping married

Figure 6. ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Marital Status



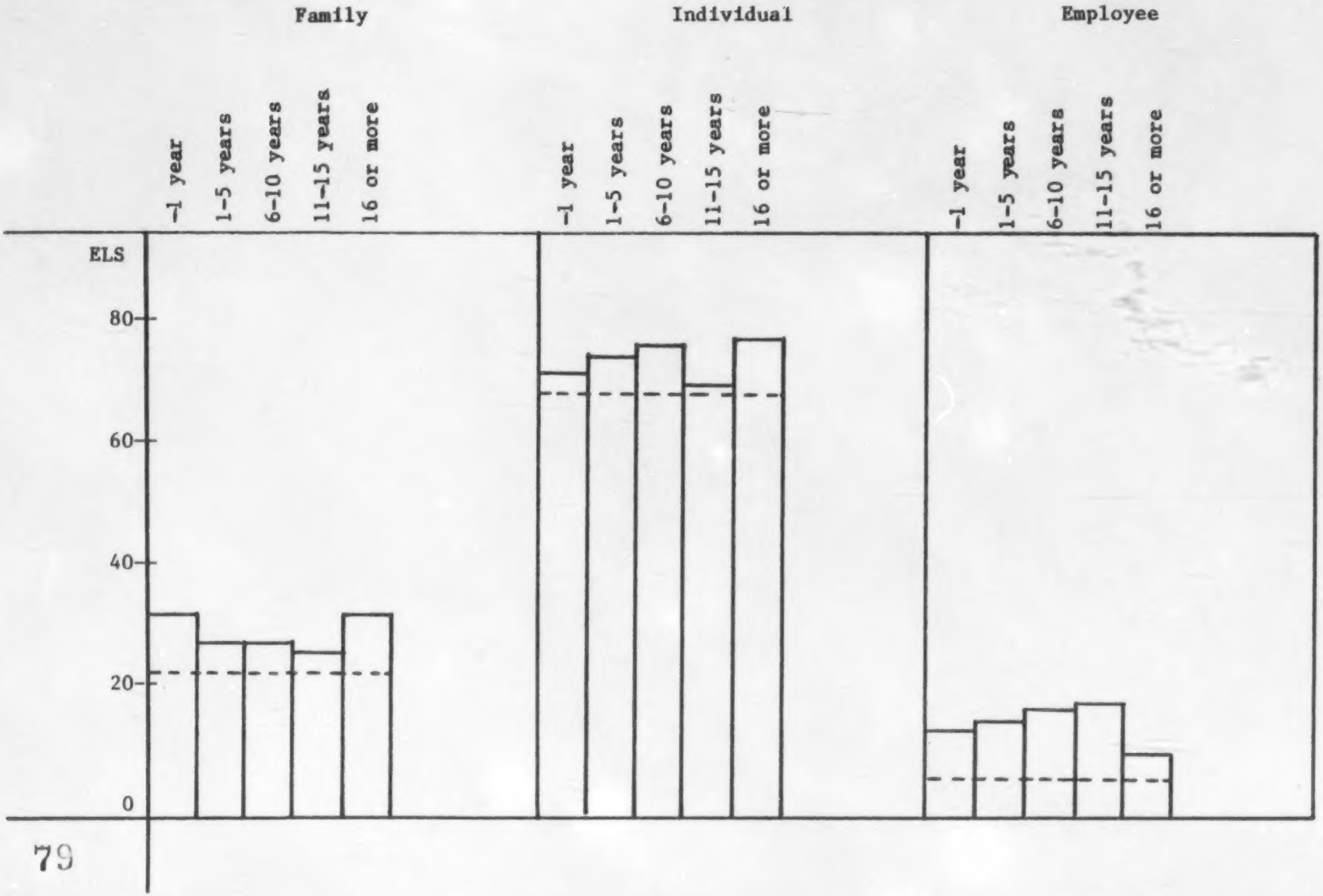


Figure 7. ELS For Males And Females When 60% Or More Of The Never Married Respondents Were Categorized By Years Of Work Experience

subjects by number of years worked prior to marriage, one year or less, one to five years, six to ten years, eleven to fifteen years, and 16 or more years, 43 of the ELS were perceived as important for the family role by all work experience groups. (See Fig. 8; Table 29 in Appendix H) For the individual role, all experience groups concurred on 68 ELS being important and only one ELS for role of employee. The married respondents were grouped by years worked while married as one year or less, one to five years, six to ten years, eleven to fifteen, and sixteen or more years. Only one skill, 2:49-Plan & org., was viewed as important for all three roles by all work experience groups. (See Fig. 9; Table 30 in Appendix H) For the family role, 48 skills were perceived as important by all age groups, 72 skills for individual role, and 5 skills for employee role. Three skills, 1:53-Grow food, 2:21-Use pub. assis., and 2:42-Can/freeze/dry food were not checked as being important for any of the three roles by any of the different experience groups. It is interesting to note that those respondents with the longest work experience, 16 or more years, concurred on five skills being important for the role of employee as compared to a total of 20 skills having consensus by at least one or more of the other experience groups.

All respondents were categorized as to type of dwelling: rent house, own house, rent apartment, lives with relatives, and other. Respondents, irregardless of dwelling, concurred on the importance of 29 ELS for role of family, 71 ELS for individual role and 12 for employee role. Only one item, 2:43-Accept. respon., was perceived by all respondents as being important for all three roles. In comparison, three items, 1:53-Grow food, 2:21-Use pub. assis., and 2:42-Can/freeze/

Figure 8. ELS For Males And Females When Respondents Categorized By Work Experience Prior To Marriage

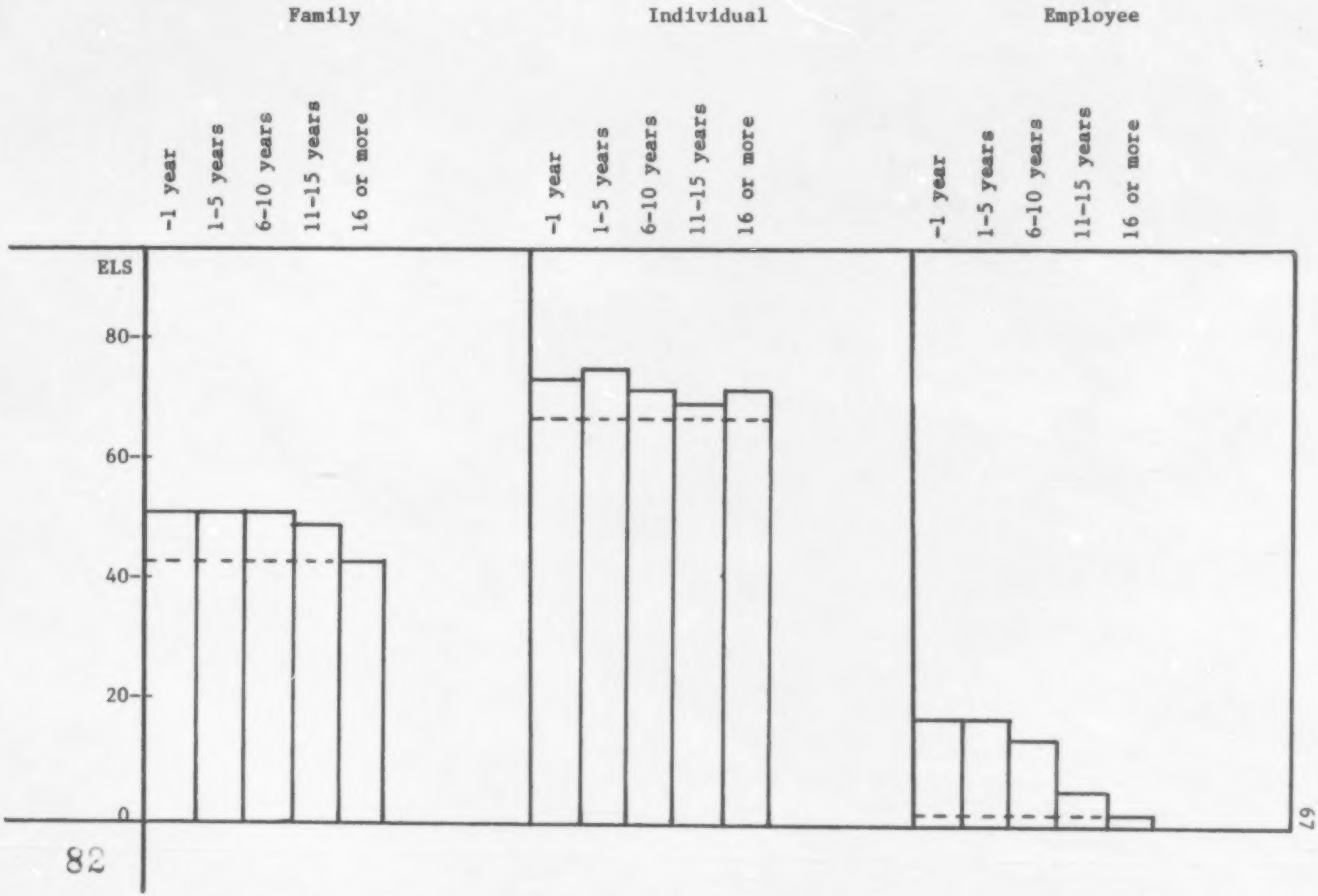
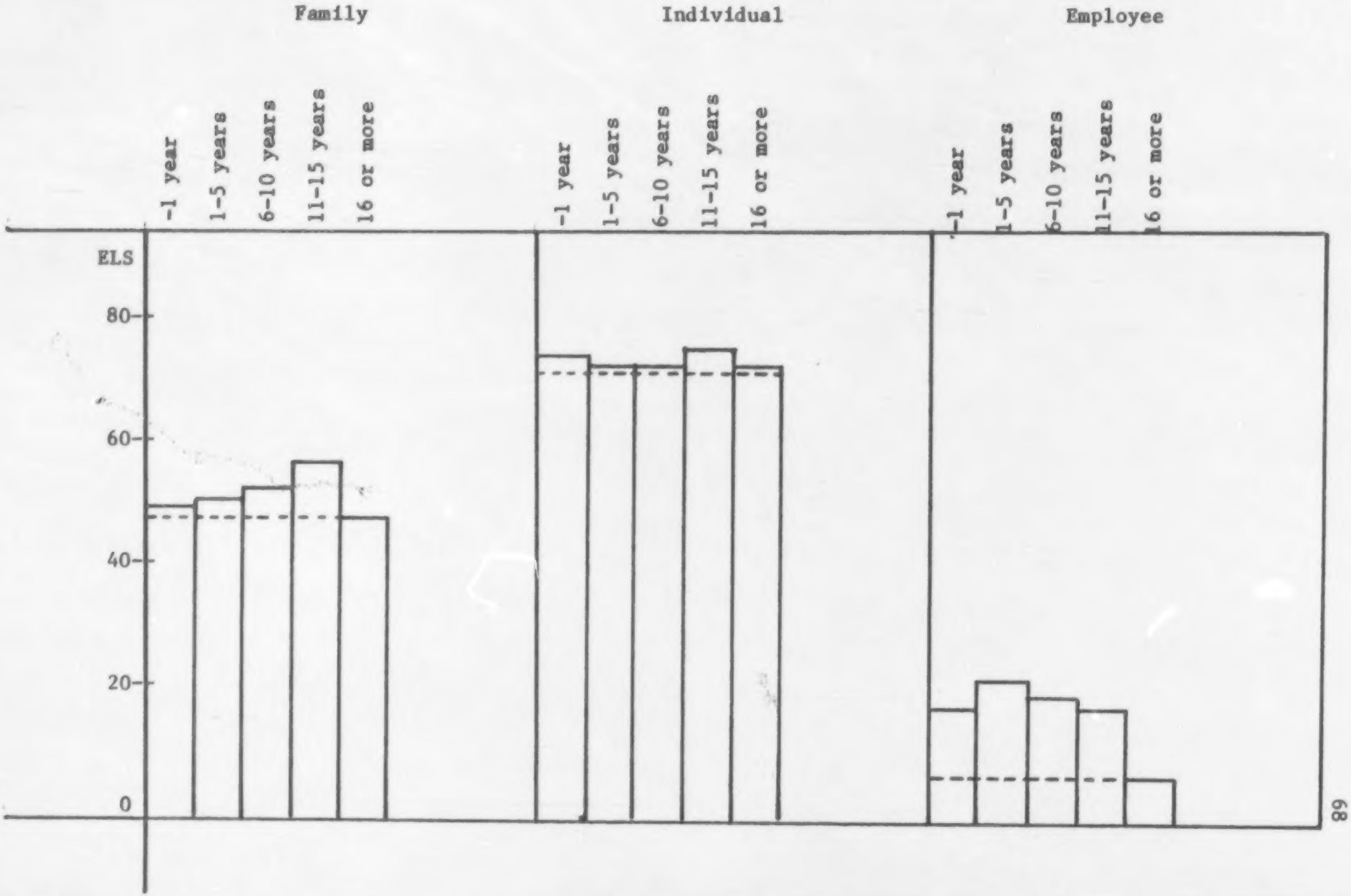


Figure 9. ELS As Indicated By 60% Of The Married Respondents When Categorized By Total Number Of Years Worked While Married



dry food) were seen as not being important for any of the three roles by 60 percent or more of the respondents. (See Fig. 10; Table 31 in Appendix H)

There were no ELS items perceived as being important for all three roles by all respondents when classified by family income levels of:

$ 3000 or less
3001 - 6000
6001 - 10000
10001 - 14000
14001 - 18000
18001 - 25000
25001+

Three skills, 1:53-Grow food, 2:21-Use pub. assis., and 2:42-Can/freeze/dry food were not viewed as important for any of the roles at any of the income levels. There was concurrence on five ELS by all income levels as to being important for the role of employee. In contrast, 64 ELS received agreement on important for role of individual by all income levels, and 20 skills received rating of important for the family roles. (See Fig. 11; Table 32 in Appendix H)

When examining respondents grouped by personal income, these income ranges were the same as used for family income, there was agreement by all income groups on 41 of the ELS being important for the role of family member. (See Fig. 12; Table 33 in Appendix H) This was double the number when subjects were grouped on family income. The highest number of ELS was 68 for the individual role. The fewest number, nine, were indicated for the role of employee, and this was not quite twice the number of ELS selected by subjects when grouped on total family income. Three items, 1:53-Grow food, 2:21-Use pub. assis., and 2:42-Can/freeze/dry food were viewed by all groups as not

Figure 10. ELS For Males And Females As Indicated By 60% Or More Of The Respondents When Categorized By Type Of Dwelling

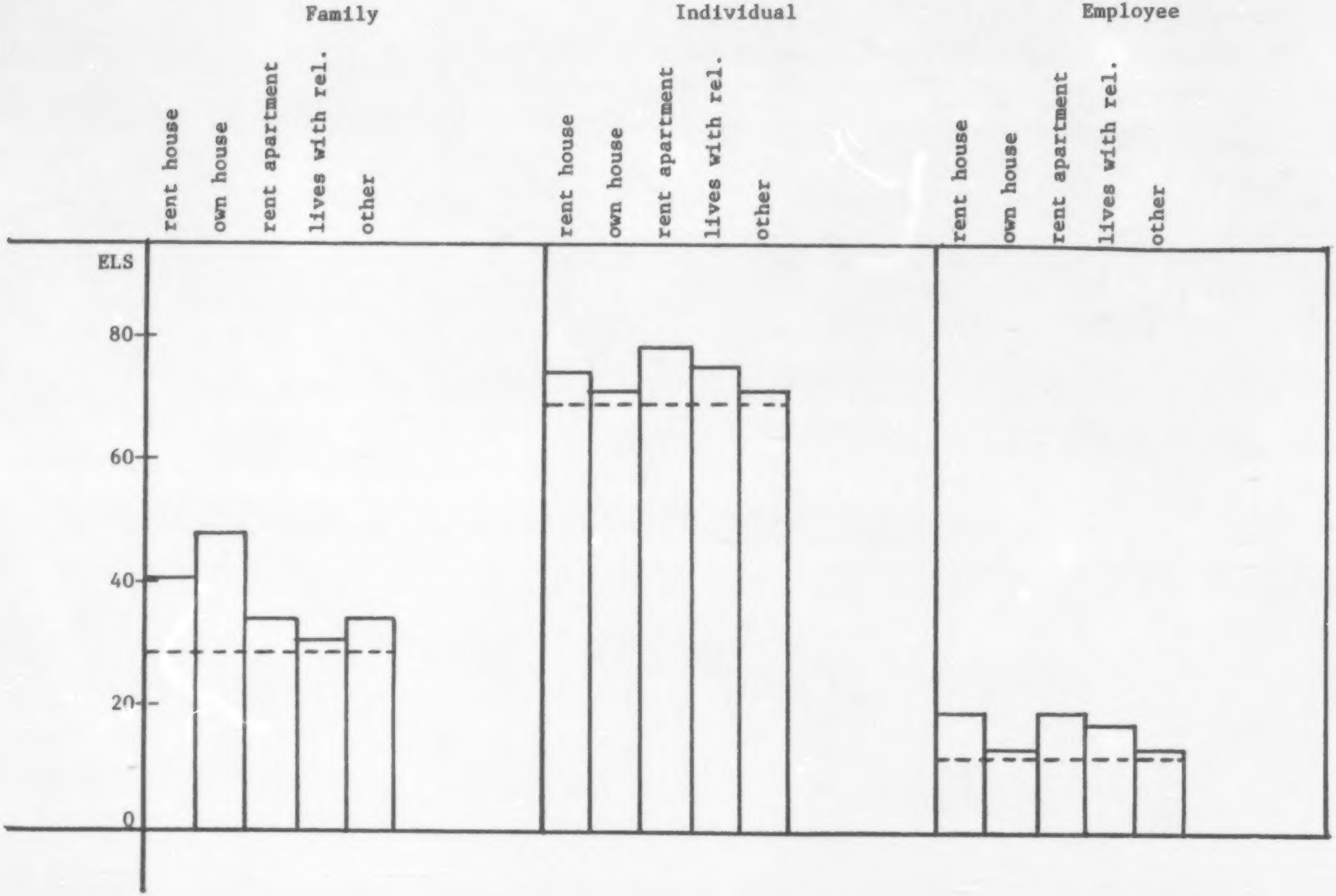


Figure 11. ELS As Indicated By 60% Or More Of The Respondents When Categorized By Income

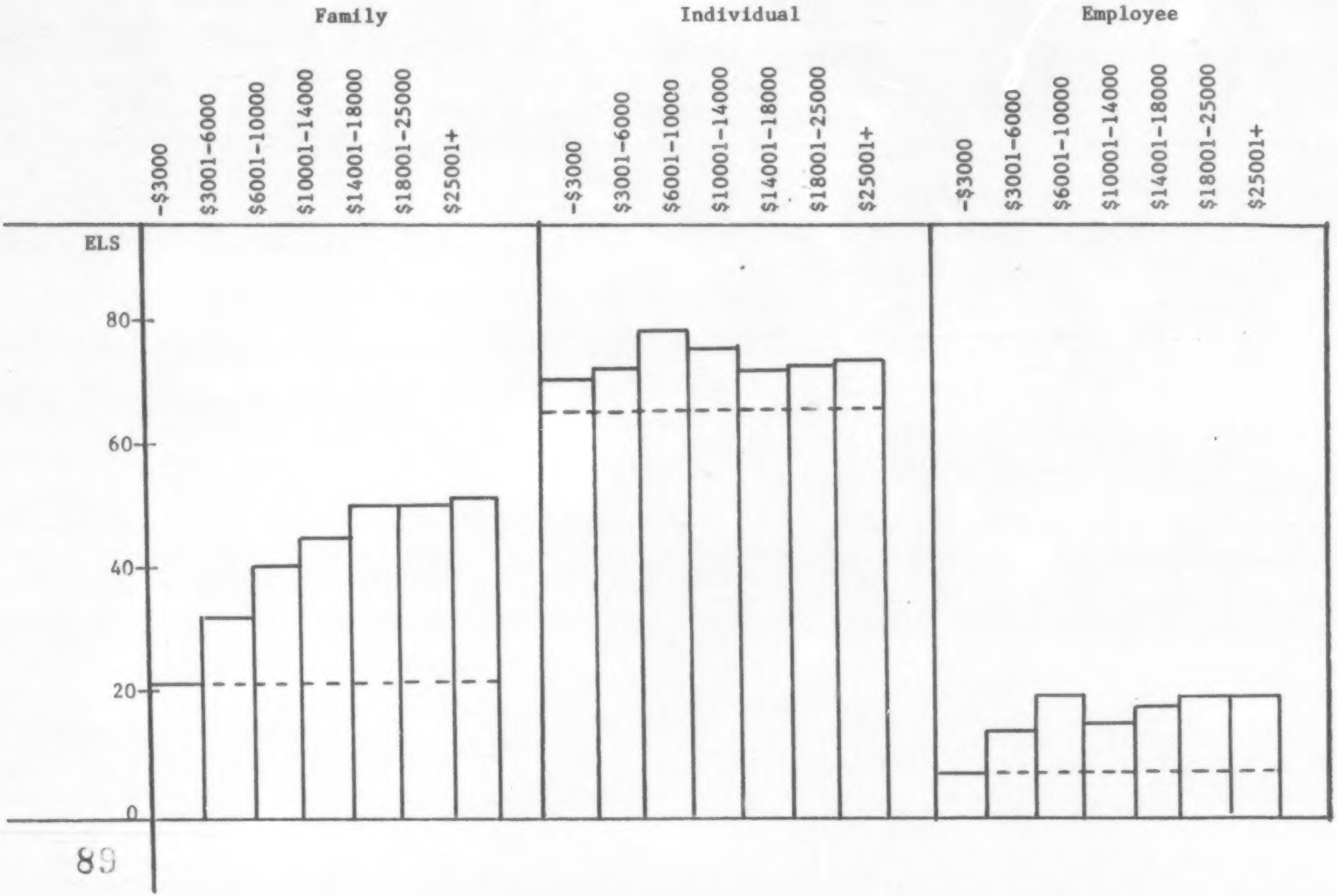
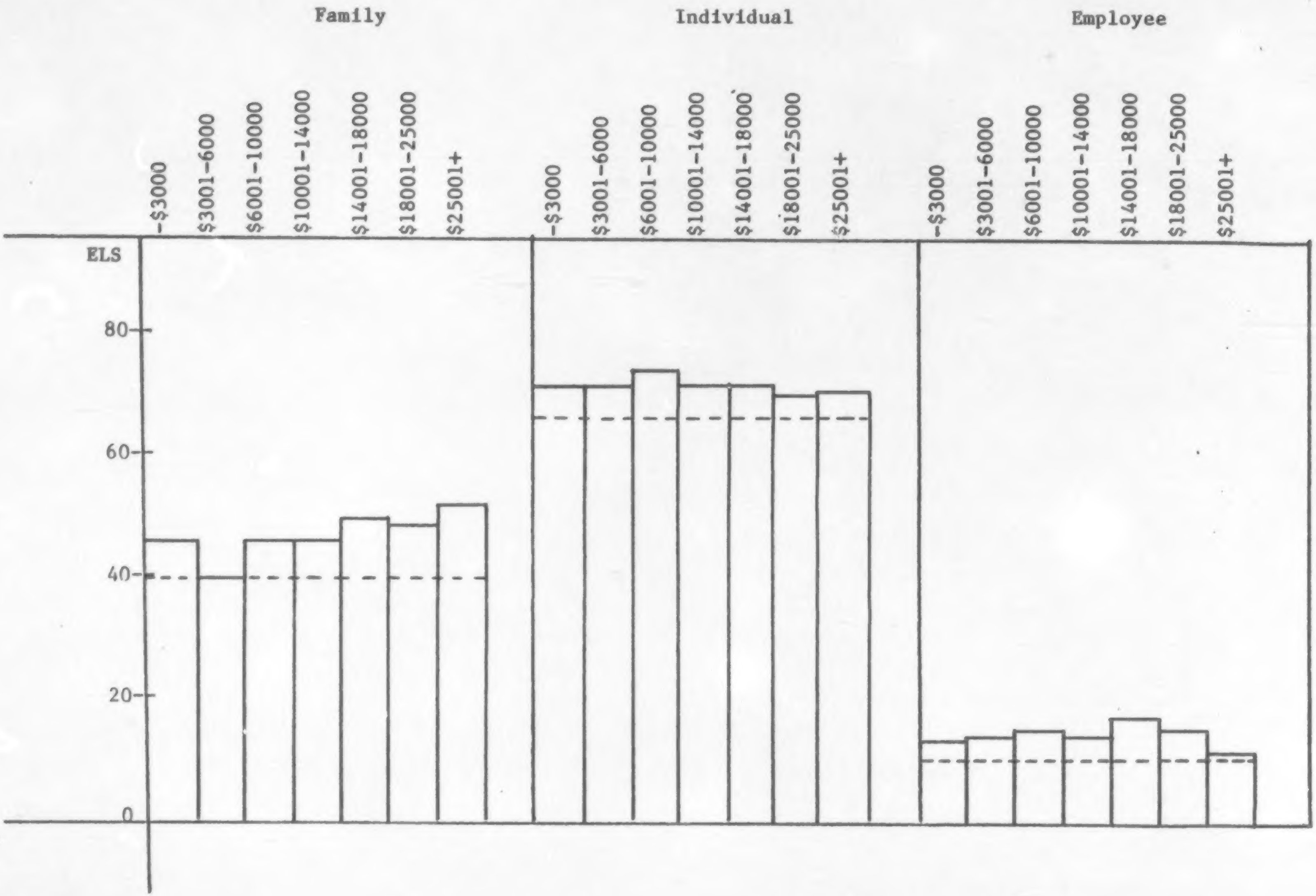


Figure 12. ELS As Indicated By 60% Or More Of The Respondents When Categorized By Personal Income



being important for any of the three roles. These same three items were perceived in the same manner when all subjects were grouped on family income level.

Of the respondents, when grouped by the number of preschool age children in the home, there were 23 ELS noted as important for the family role, 52 for individual role, and only 2 ELS for employee role whatever the number of preschoolers in the family. Also, there were 13 ELS seen as important for both roles of family and individual, and 1 ELS for both roles of individual and employee. (See Fig. 13; Table 34 in Appendix H)

Grouping respondents by number of adults in the household revealed that about one-half of the respondents were sharing the home with one other adult. Nearly sixteen percent of the respondents indicated only one adult in the home. Although the number of adults varied from one to nine, there were no respondents indicating eight adults; consequently, this category was dropped. Nineteen ELS for the family role were noted by all respondents irregardless of the number of adults sharing the home. (See Fig. 14; Table 35 in Appendix H) For the individual role, 64 of the same ELS were identified by all respondent groups, and four ELS for the employee role. The same twelve ELS: 1:50-Clean home, 1:55-Share respon., 1:62-Get along with rel., 1:70-Make home comfort., 2:9-Care outs. house, 2:10-Visit with friends, 2:14-Make home attract., 2:16-Pay bills, 2:17-Get insur., 2:38-Clean up aft. meal, 2:43-Accept respon., and 2:54-Do job & home respon. were seen by all respondents as important for both roles of family and individual. The 6 ELS were the same for roles of individual and employee, and 1 ELS, 2:43-Accept respon., for all three roles. There was no ELS not seen as important

Figure 13. ELS As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Preschoolers In The Home

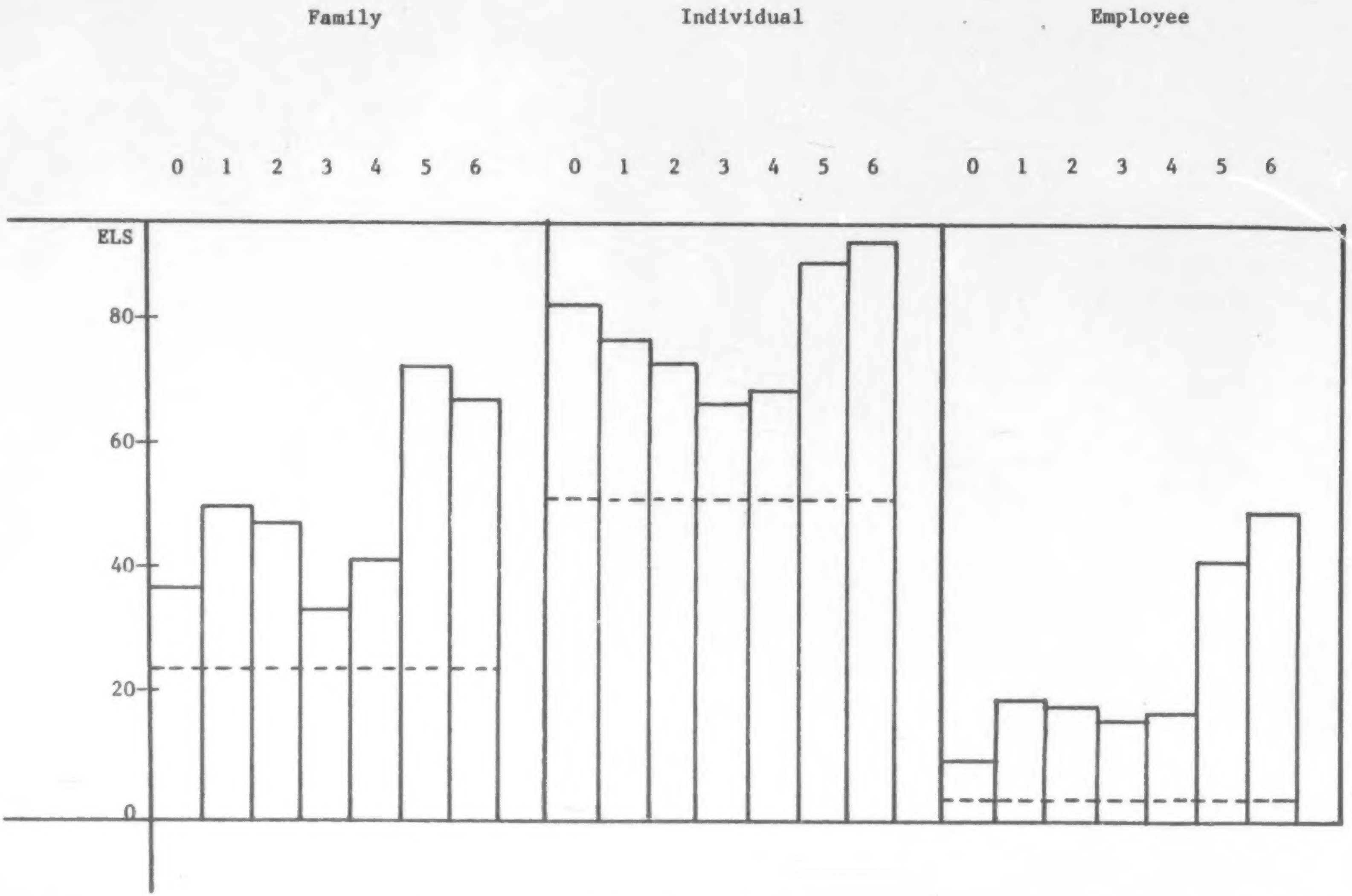
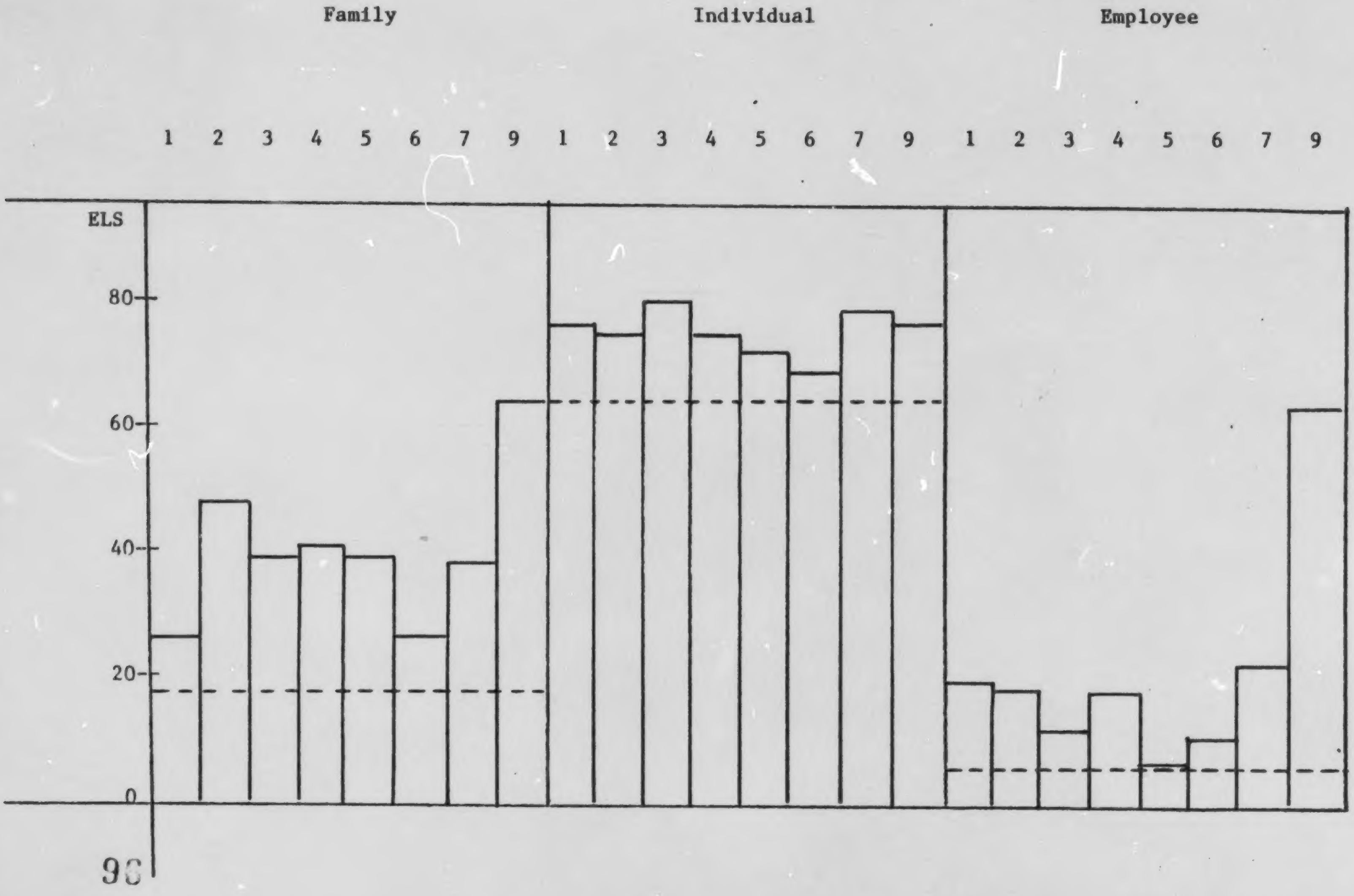


Figure 14. ELS As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Household



by at least one category of respondents for a minimum of one role.

Of the respondents, there were no subjects having nine or more children. Of the 87 items, 42 were perceived by all respondents irregardless of family size as being important for the role of a family member. Sixty nine items were rated as important for the role of individual for all family sizes of children. In contrast, only six ELS were checked as being important for role of employee by all families having children. (See Fig. 15; Table 36 in Appendix H)

Of the respondents when grouped by age of adults sharing household, about 50 percent of the households had adults between 18-25 years of age. The number of individuals varied from 0 to 7 or more. There were no respondents noting six individuals in this age group. Consequently, this category was dropped. Two ELS were seen as important for the family role irregardless of the number of individuals in the 18-25 years age group, 59 ELS for the individual role, and 11 for employee role. (See Fig. 16; Table 37 in Appendix H) Only one ELS, 2:54-Do job & home respon., was seen as needed for both roles of family and individual. There was no ELS seen as important for all three roles, and ELS 2:18-Provid. subs. care, and 2:42-Can/freeze/dry food were not viewed as important for any of the three roles.

About 25 percent of the respondents indicated one or more adults ages 26-35 in the home. The number varied from one to six and none at five. For the family role, all respondents irregardless of the number of adults in the age group of 26-35, 7 ELS were observed as important, 39 ELS for individual role, and 9 for employee role. (See Fig. 17; Table 38 in Appendix H) One ELS, 2:44-Direct fam. memb., was noted

Figure 15. ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Children

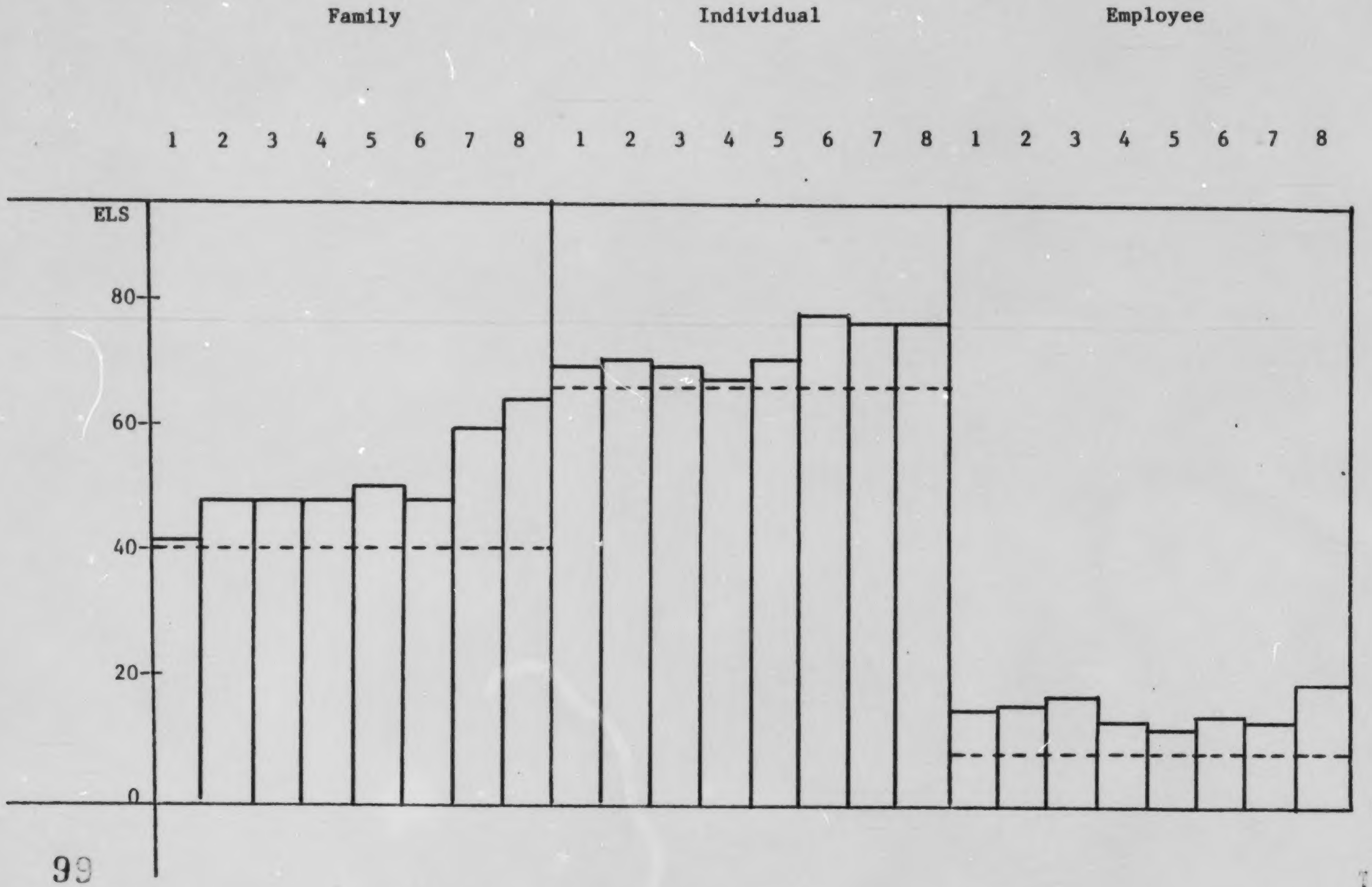


Figure 16. ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 18 - 25

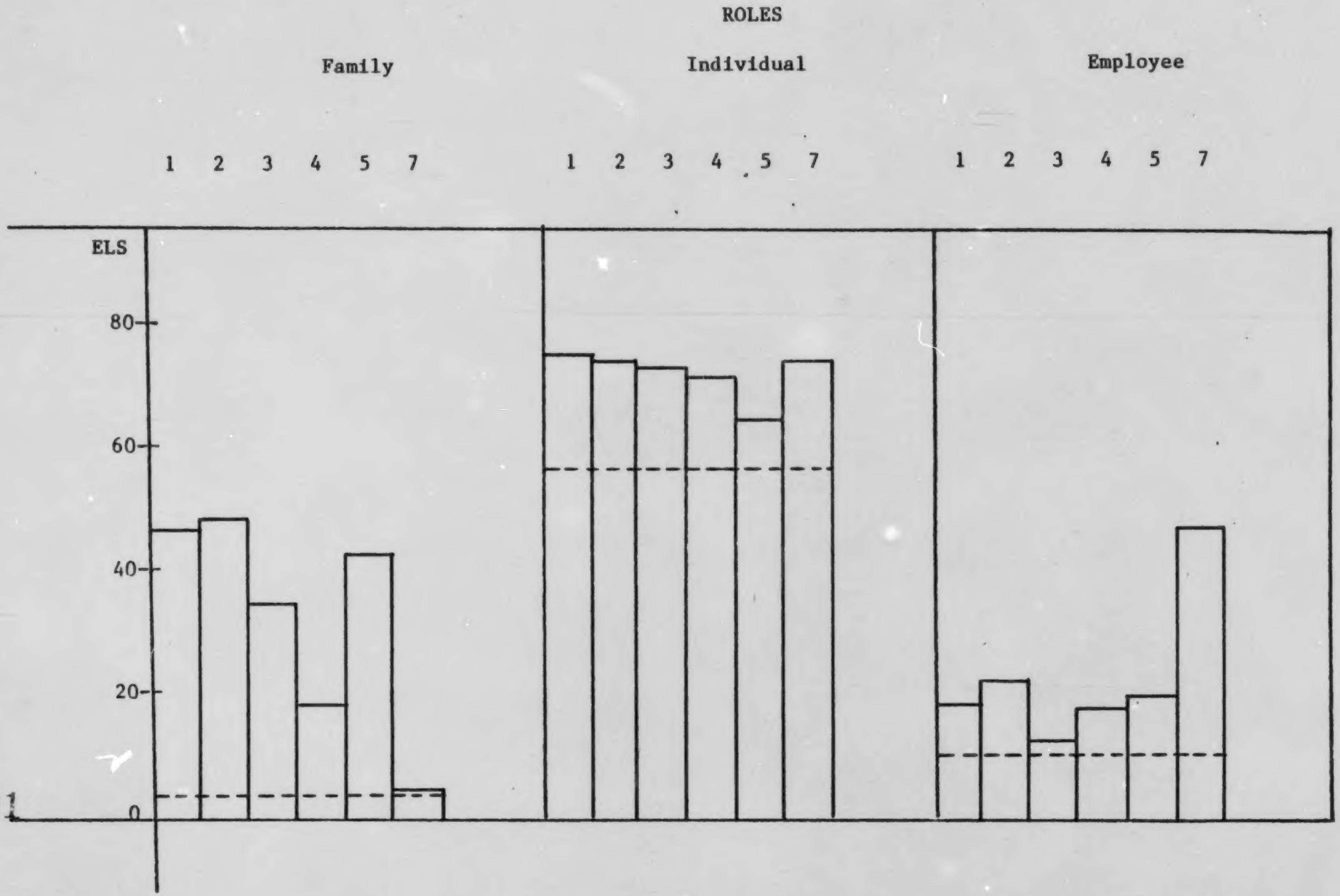
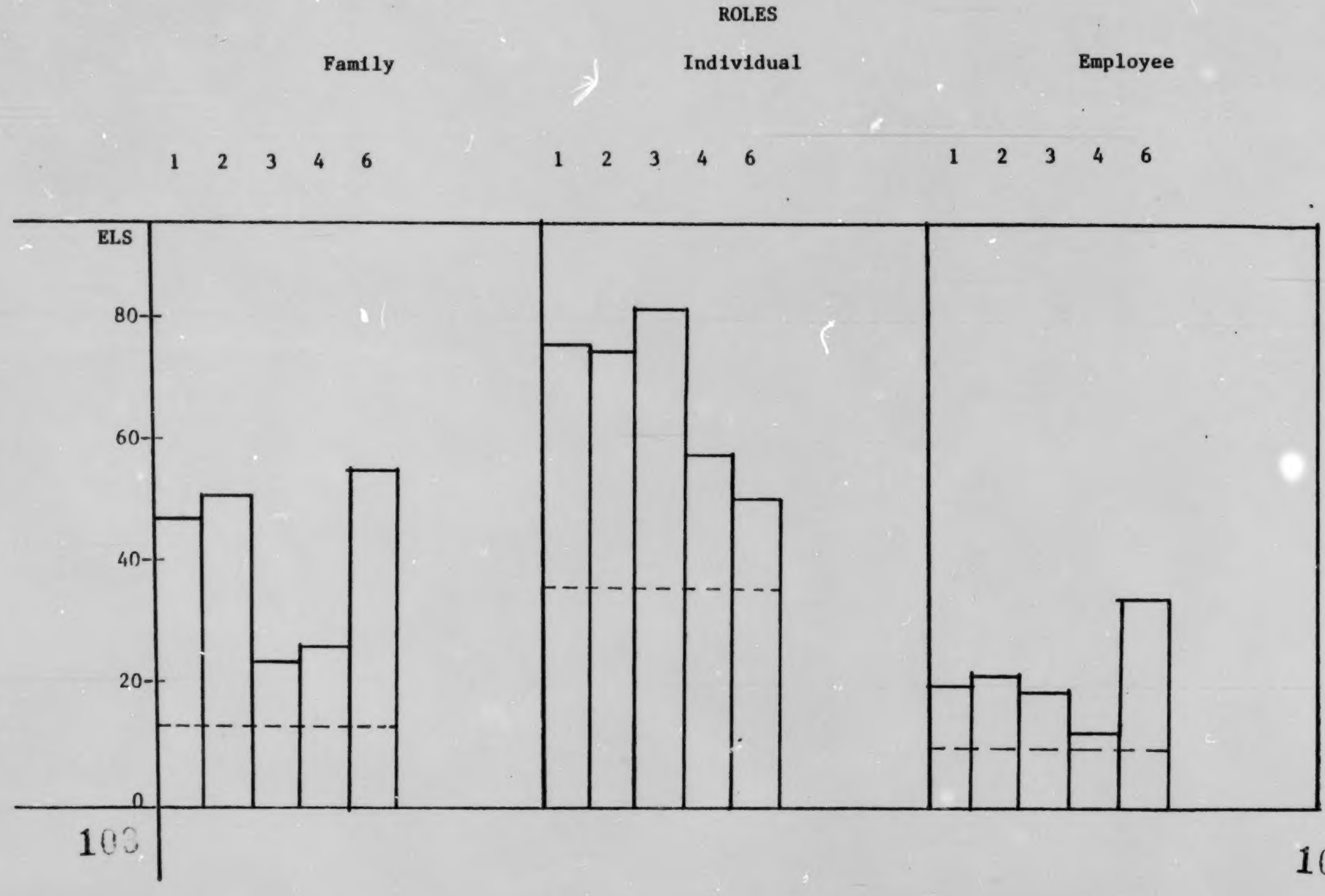


Figure 17. ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 26 - 35

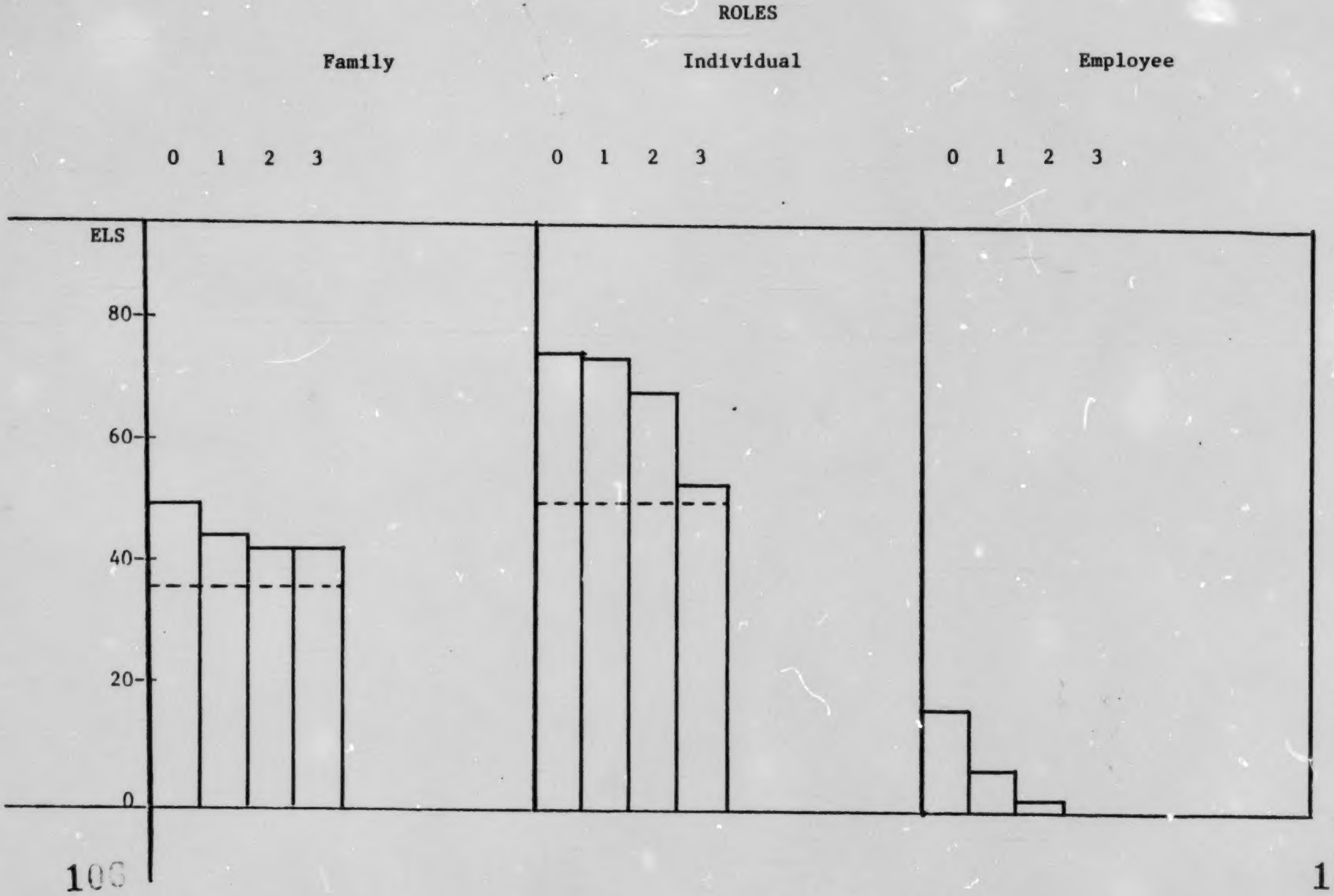


as important for both roles of family and individual; 4 ELS for roles of individual and employee.

Approximately 50 percent of the respondents had individuals within 36-55 years of age within the home. The number of adults within one home varied from one to five. Of the respondents irregardless of the number of adults in the 36-55 age group, all respondents noted 24 ELS important for family role, 40 for individual role, 10 for employee role. (See Table 39 in Appendix H) There were twelve ELS, 1:43-Keep records, 1:50-Clean home, 1:62-Get along with rel., 1:70-Make home comfort., 2:9-Care outs. house, 2:10-Visit with friends, 2:14-Make home attract., 2:16-Pay bills, 2:25-Follow safety rul., 2:35-Prepare food, 2:43-Accept. respon., and 2:55-Get along with neigh., seen as important for both roles of family and individual, seven ELS for roles of individual and employee, one ELS, 2:43-Accept. respon. as important for all roles, and three, 1:53-Grow food, 2:18-Provid. subs. care, 2:21-Use pub. assis., ELS were not observed necessary for any role.

About 673 of the respondents indicated at least one adult over 55 years of age living in the home unit. The number of adults varied from one to five. Only two respondents indicated more than three over 55 age adults in the home. The discussion deals only with respondents having one through three adults. Of the ELS, all respondents irregardless of the over 55 age adults in the home, 34 were noted as important for the role of family member, 51 for role of individual, 2 for employee role. (See Fig. 18; Table 40 in Appendix H) ELS 1:53-Grow food, 1:59-Use finan. advis., 2:21-Use pub. assis., and 2:42-Can/freeze/dry food were not seen as important for any role. No ELS was observed to be important

Figure 18.ELS For Three Major Roles As Indicated By 60% Or More Of The Respondents When Grouped By Over 55·

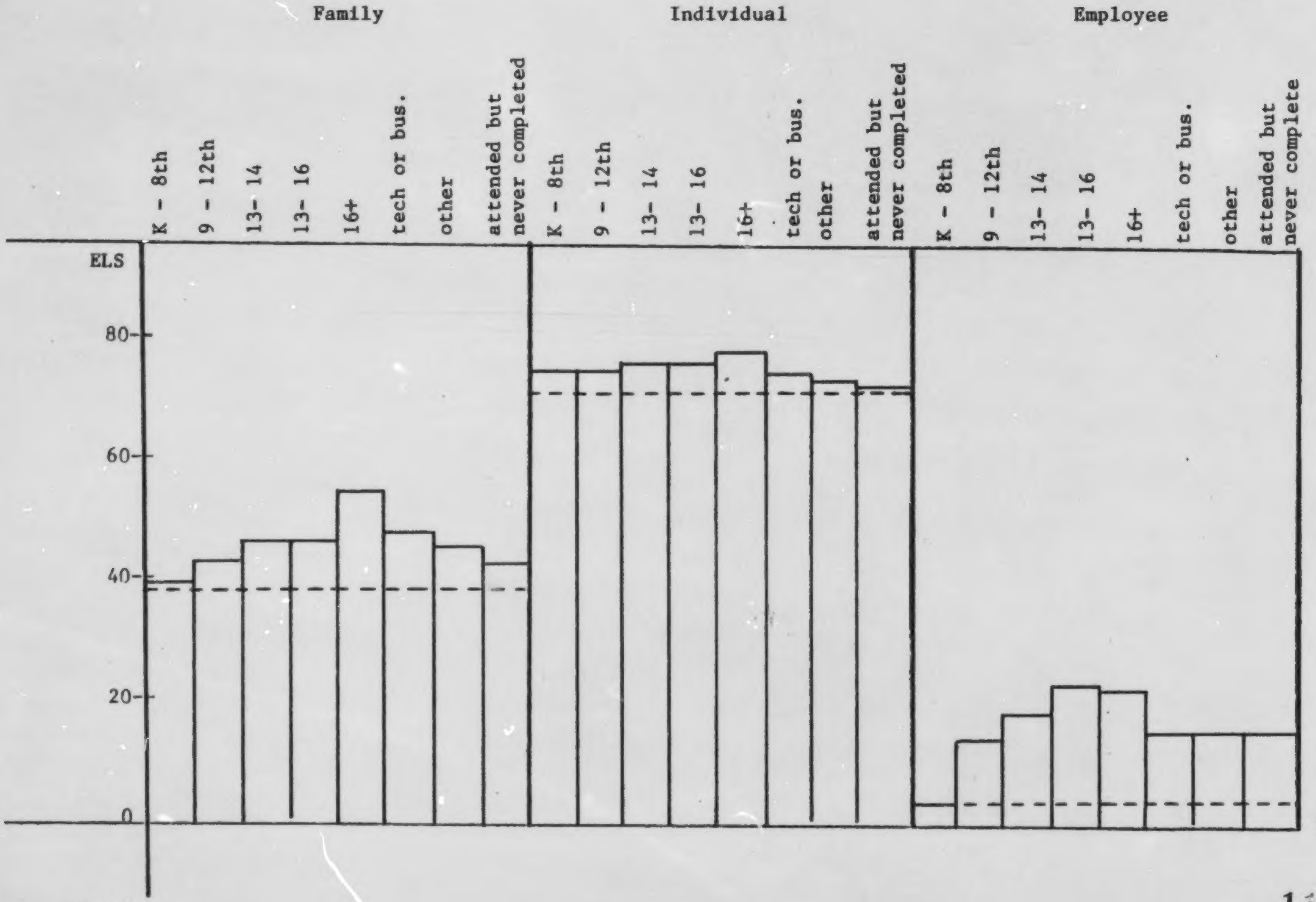


for all three roles. The same eighteen ELS were noted as important for the two roles of family and individual, and no ELS important for both individual and employee roles.

Grouping respondents by education revealed that 42 of the ELS were perceived as important for the family role by all educational backgrounds. (See Fig. 19; Table 41 in Appendix H) In addition, there was agreement as to the non-importance of 31 ELS. In contrast, 72 ELS were selected by all educational backgrounds for the role of individual and only 2 ELS for role of employee. Three ELS, 1:53-Grow food, 2:21-Use pub. assis., and 2:42-Can/freeze/dry food, were not viewed as important for any of the three roles for any educational background.

In examining all participants when grouped by occupations, professional, managers, sales workers, clerical workers, craftsmen, operatives, laborers, service workers and private household workers, the role of employee had the fewest number, four, of ELS noted by all subgroups. (See Table 42 in Appendix H) In contrast, sixty nine ELS were seen as important for the individual role, and 34 ELS for the role of family role. Of these, 26 were important for the two roles of family and individual. These ELS were: 1:37-Get leg. titles, 1:50-Clean home, 1:55-Share respon., 1:58-Arrange for pub. util, 1:63-Care for clothes, 1:64-Get along with family, 1:67-Plan for spend. money, 1:68-Use a check. acct., 1:70-Make home comfort., 2:7-Select & buy food, 2:9-Care outs. house, 2:10-Visit with friends, 2:14-Make home attract., 2:16-Pay bills, 2:17-Get insur., 2:20-Get hous., 2:34-Do house repairs, 2:35-Prepare food, 2:36-Get house furn., 2:38-Clean up aft. meal, 2:43-Accept. respon., 2:44-Direct fam. memb., 2:54-Do job & home respon., 2:55-Get along with neigh., and 2:56-

Figure 19. ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Education



Follow work rul. were seen as important for the two roles of individual and employee. Three skills: 1:53-Grow food, 2:21-Use pub. assis., 2:42-Can/freeze/dry food were not perceived by all subgroups as being important for any of the three roles.

Summary

When examining all respondents except homemakers on all of the sub categories for each of the demographic factors there were observable differences in the perceived importance of ELS for a specific role and combination of roles. The largest number of ELS were viewed as important for the individual role, followed by family role,and the fewest ELS were for the employee role. There were no ELS not seen as important for at least one role by a minimum of one subgroup within a specific demographic factor. There was less variation in skills noted for the individual role as compared to the other two roles when viewing responses by grouping all subjects on demographic data.

Keeping in mind that 60 percent of all respondents in a sub category of demographic factors had to concur before an ELS was considered as being important, all ELS were examined as to the number of sub categories in agreement. Over 55 percent was set as the arbitrary dividing point. With all three roles combined for the 87 ELS there was a possibility of 261 positive or negative positions. Positive agreements for ELS were 137. The following ELS were seen as important for all three roles: 2:32-Do extra work, 2:43-Accept. respon., 2:48-Meet time sched., and 2:49-Plan & org. (See Table 43) ELS 1:45-Apply for temp. leave, 1:53-Grow food, 2:18-Provid. subs. care, and 2:21-Use pub. assis. were not viewed as important for any of the three roles.

Table 43. ELS Seen As Important By 55% Or More Of The Demographic Data Subgroups

	ROLES		
Item	Family - or +	Individual - or +	Employee - or +
1:36-Plan for distr. of prop.	+	+	-
1:37-Get leg. titles	+	+	-
1:38-Keep job skills	-	+	+
1:39-Plan meals	+	+	-
1:40-Buy car	+	+	-
1:41-Accept author.	-	+	-
1:42-Listen to radio	-	+	-
1:43-Keep records	+	+	-
1:44-Care for child.	+	-	-
1:45-Apply for temp. leave	-	-	-
1:46-Maintain car	+	+	-
1:47-Maintain health	+	+	-
1:48-Judge info.	-	+	-
1:49-Get along with others	-	+	+
1:50-Clean home	+	+	-
1:51-Supervis. help	-	-	+
1:52-Store food	+	+	-
1:53-Grow food	-	-	-
1:54-Understand advertis.	+	+	-
1:55-Share respon.	+	+	-
1:56-Care for elderly	+	+	-
1:57-Read for info.	-	+	-
1:58-Arrange for pub. util.	+	+	-
1:59-Use finan. advis.	-	-	-
1:60-Time for eat.	+	+	-
1:61-Keep up on new info.	-	+	-
1:62-Get along with rel.	+	+	-
1:63-Care for clothes	+	+	-
1:64-Get along with family	+	+	-
1:65-Protect health of self	+	+	-
1:66-Attend. concerts	-	+	-
1:67-Plan for spend. money	+	+	-
1:68-Use a check. acct.	+	+	-
1:69-Work independ.	-	+	-
1:70-Make home comfort.	+	+	-
1:71-Protect self	-	+	-
1:72-Use soc. sec. services	-	+	-
2:7 -Select & buy food	+	+	-
2:8 -Read for pleas.	-	+	-
2:9 -Care out. house	+	+	-
2:10-Visit with friends	+	+	-
2:11-Use money order	-	+	-
2:12-Make or fix clothes	-	+	-
2:13-Exchang. ideas	+	+	-
2:14-Make home attract.	+	+	-
2:15-Care for sick	+	+	-

(Cont.)

Table 43. ELS Seen As Important By 55% Or More Of The Demographic Data Subgroups

	ROLES		
Item	Family - or +	Individual - or +	Employee - or +
2:16-Pay bills	+	+	-
2:17-Get insur.	+	+	-
2:18-Provid. subs. care	-	-	-
2:19-Serve food	+	-	-
2:20-Get hous.	+	+	-
2:21-Use pub. assis.	-	-	-
2:22-Set goals	+	-	-
2:23-Get invol. pol. activ.	-	+	-
2:24-Get ready for retir.	+	+	-
2:25-Follow safety rul.	+	+	-
2:26-Use arith. skills	-	+	+
2:27-Locate job	-	+	-
2:28-Use writ. skills	-	+	-
2:29-Meet requir. standards	-	+	+
2:30-Select one to live with	-	+	-
2:31-Use speak.skills	-	+	-
2:32-Do extra work	+	+	+
2:33-Leave job	-	+	+
2:34-Do house repairs	+	+	-
2:35-Prepare food	+	+	-
2:36-Get house furn.	+	+	-
2:37-Listen to & fol. dir.	-	+	+
2:38-Clean up aft. meal	+	+	-
2:39-Be able to sleep	-	+	-
2:40-Plan cloth. need	+	+	-
2:41-Make friends	-	+	-
2:42-Can/freeze/dry food	-	+	-
2:43-Accept. respon.	+	+	+
2:44-Direct fam. memb.	+	+	-
2:45-Have family	+	+	-
2:46-Apply for unempl. comp.	-	+	-
2:47-Work und. press.	-	+	+
2:48-Meet time sched.	+	+	+
2:49-Plan & org.	+	+	+
2:50-Prepare for job mob.	-	+	+
2:51-Contin. educ.	-	+	-
2:52-Select & buy cloth.	-	+	-
2:53-Watch TV	-	+	-
2:54-Do job & home respon.	+	+	-
2:55-Get along with neigh.	+	+	-
2:56-Follow work rul.	-	+	+

ELS seen as important for roles of family and individual were: 1:36-Plan for distr. of prop., 1:37-Get leg. titles, 1:39-Plan meals, 1:40-Buy car, 1:43-Keep records, 1:46-Maintain car, 1:47-Maintain health, 1:49-Get along with others, 1:50-Clean home, 1:52-Store food, 1:54-Understand advertis., 1:55-Share respon., 1:56-Care for elderly, 1:58-Arrange for pub. util., 1:60-Time for eat., 1:62-Get along with rel., 1:63-Care for clothes, 1:64-Get along with family, 1:65-Protect health of self, 1:67-Plan for spend. money, 1:68-Use a check. acct., 1:70-Make home comfort., 2:7-Select & buy food, 2:9-Care outs. house, 2:10-Visit with friends, 2:13-Exchang. ideas, 2:14-Make home attract., 2:15-Care for sick, 2:16-Pay bills, 2:17-Get insur., 2:20-Get hous., 2:24-Get ready for retir., 2:25-Follow safety rul., 2:34-Do house repairs, 2:35-Prepare food, 2:36-Get house furn., 2:37-Listen to & fol. dir., 2:38-Clean up aft. meal, 2:40-Plan cloth. need, 2:44-Direct fam. memb., 2:45-Have family, 2:47-Work und. press., 2:54-Do job & home respon., 2:55-Get along with neigh., and 2:56-Follow work rul. In contrast, no ELS was seen as necessary for family and employee role. There were 9 ELS noted as important for individual and employee role. These were: 1:38-Keep job skills, 1:49-Get along with others, 2:26-Use arith. skills, 2:29-Meet requir. standards, 2:33-Leave job, 2:37-Listen to & fol. dir., 2:47-Work und. press., 2:50-Prepare for job mob., and 2:56-Follow work rul.

There were 124 usable returns for the homemaker. All of the respondents were female. Approximately 95 percent, 118, were married and 27 percent, 33, had worked less than one year prior to marriage. Thirty one percent, 38, subjects had worked less than one year during marriage.

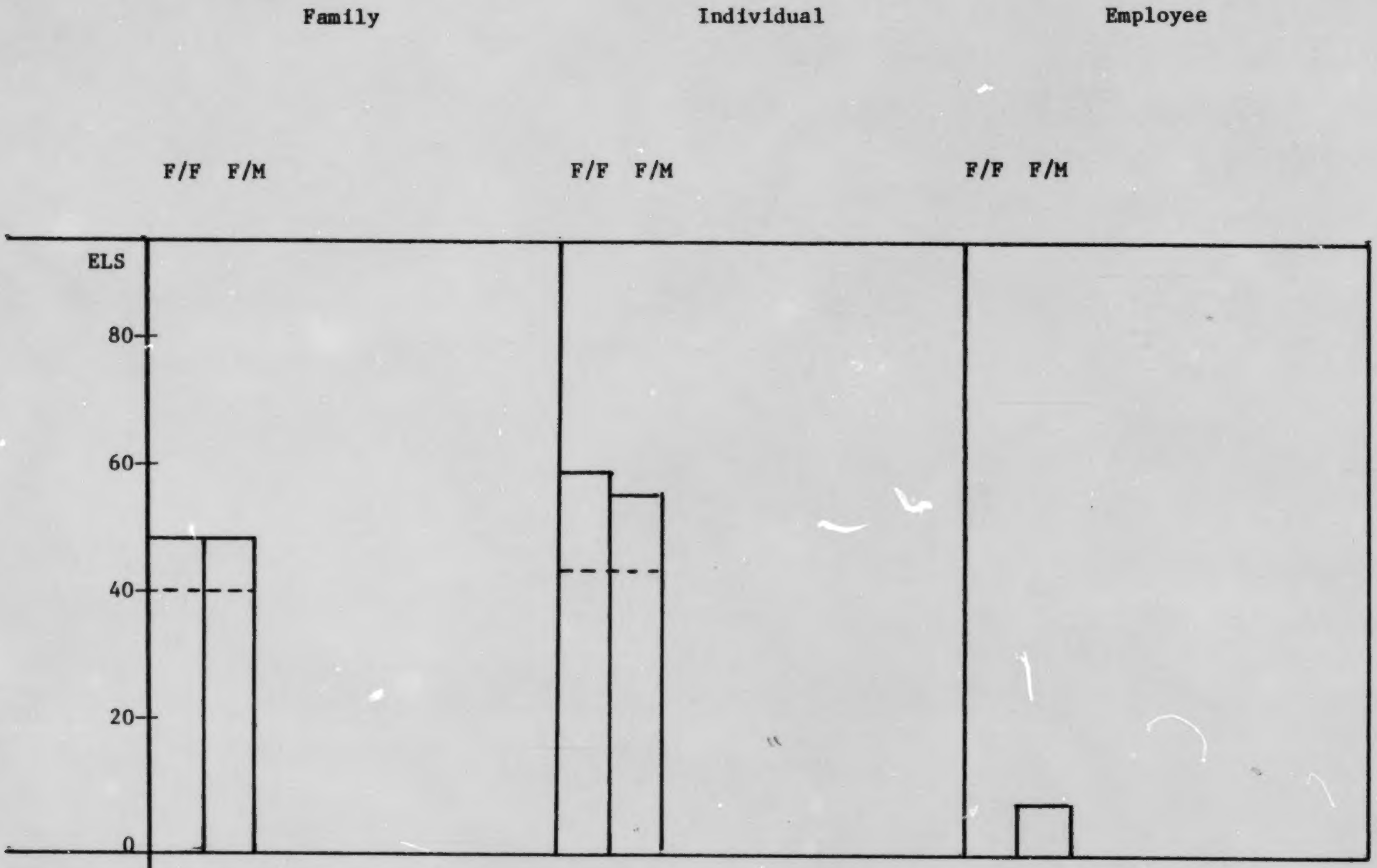
The age distribution was as follows:

Age	N
13-18	1
19-30	30
31-50	55
51-60	24
61 or more	14

One hundred four of the respondents owned their homes. About one-half of the respondents had completed either elementary school or high school. Fifty nine of the respondents had attended or completed various educational programs beyond high school. All responses to the ELS were based on the total number, 66, of female respondents for the perception of ELS for females and the 58 females respondents to the ELS for males.

Of the 66 females responding as to ELS for females, there was no one ELS viewed as essential for all three roles. (See Fig. 20; Table 44 in Appendix H) None of the ELS were noted as important for females for the role of employee. Seventeen ELS were not perceived as important for any role. These were: 1:45-Apply for temp. leave, 1:51-Supervis. help, 1:53-Grow food, 1:59-Use finan. advis., 1:66-Attend concerts, 2:18-Provid. subs. care, 2:21-Use pub. assis., 2:23-Get invol. pol. activ., 2:27-Locate job, 2:30-Select one to live with, 2:33-Leave job, 2:42-Can/freeze/dry food, 2:46-Apply for unempl. comp., 2:47-Work und. press., 2:50-Prepare for job mob., 2:54-Do job & home respon., and 2:56-Follow work rul. In contrast, the same 40 ELS were noted as important for the roles of family and individual. A total of

Figure 20. ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of Fulltime Homemakers (N=124)



59 ELS were seen as important for the role of individual as compared to 51 ELS for role of family member.

The female homemakers responding as to ELS for the roles for males noted ten ELS as not important for any of the three roles. These were: 1:39-Plan meals, 1:52-Store food, 1:53-Grow food, 2:7-Select & buy food, 2:12-Make or fix clothes, 2:18-Provid. subs. care, 2:19-Serve food, 2:35-Prepare food, 2:40-Plan cloth. need, and 2:42-Can/freeze/dry food. One ELS, 2:43-Accept. respon., was seen as important for the male in all three roles. An identical 34 ELS were important for both roles of family member and individual. A total of 59 ELS were seen as important for the individual role and 46 for the family role. Only seven ELS were noted as important for the male in the role of employee.

Homemaker summary

The homemakers followed a similar response pattern to employed subjects in noting the largest number of ELS for the individual role, then the family role, and the fewest for the employee role. The homemakers indicated more family role skills being necessary for females than males. The same number, 59, ELS skills were seen as important for both males and females but the ELS were not identical.

Statistical Analyses

The relationship of the dependent and independent variables that were used for generating the major questions for statistical analyses is presented on the following page.

Independent Variables	Dependent Variables		
Respondent Groups	Roles		
F/F	Family	Individual	Employee
F/M	Family	Individual	Employee
M/F	Family	Individual	Employee
M/M	Family	Individual	Employee

Demographic Factors

All statistical analyses were set at the .05 level of significance and dealt with the issues of identifying 1) the differences among the groups, females responding for females, females responding for males, males responding for females, and males responding for males, as to the a) total number of ELS seen as important, and b) number of ELS viewed as important for each of the roles of family member, as an individual and as an employee, 2) the difference within each group as to the number of ELS seen as important for each of the three roles, and 3) differences in the proportion of observed and expected frequencies of responses as to the importance of ELS when subjects were catergorized by demographic factors. The demographic data factors used were sex, age, marital status, if married-how many years worked prior to marriage, if married-total number of years worked while married, if never married-the number of years worked, type of dwelling, family income, personal income, number of adults in the home, ages of adults in the home, number of children, level of schooling, and occupation. These are presented in sequential order followed by a summary.

This study presented certain problems that should be kept in mind when examining the statistical analyses data. Because of the need to have as nearly as possible proportionate representation of each of the occupational groups for the state, the total sample was quite large. There were, however, only 5 subjects in the occupational group of laborers, females responding for males, as compared to 652 in the largest group of clerical, females responding for females. The same situation was present in number of subjects when categorized by demographic data, particularly as to counties and number of adults and children in the home. The greater the sample size, the greater the chance for statistical significance. For this study the statistical analyses were viewed as a means of discerning whether or not the differences in responses were due to chance thereby delineating areas for further study. The number of dependent and independent variables were supportive of extensive statistical analyses but the primary analyses have been completed and are presented. In keeping with the purpose and nature of the study, tentative conclusions were drawn, as over emphasis on "either-or" positions were inappropriate.

The means and standard deviations of number of responses by each of the respondent groups for each of the three roles are presented in Table 45.

Table 45. ELS Means And SD By Respondent Groups For Each Role

		Roles					
Group	N	Family		Individual		Employee	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
F/F	1433	48.59	20.02	67.19	15.11	27.73	16.87
F/M	961	54.48	19.07	64.32	17.04	28.14	19.05
M/F	766	57.38	18.89	65.66	17.78	28.92	23.30
M/M	1301	47.01	20.34	57.91	17.84	23.84	16.73
Total	4461						

There were statistical differences among the four respondent groups, females for females, females for males, males for females, and males for males, as to the total number of ELS seen as important for the three major roles, family, family, individual, and employee. The one way MANOVA using Wilks Lambda gave an F of 44.514 with 9 df having a $p <$ .001. To locate the differences in number of responses by role, further analysis was necessary. Consequently, inspection of univariate F-ratios, given below, was made to see if the discriminations among the groups were contributed by the number of ELS seen as important for role of family, or individual, or employee:

Variables	F	Mean Square	df	$p < .05$
Family	61.536	23943.866	3/4457	.001
Individual	75.856	21468.916	3/4457	.001
Employee	17.198	5922.438	3/4457	.001

Each respondent group differed significantly from each of the other respondent groups as to the number of ELS for each of the three roles, with ELS for the individual role making the greatest contribution to the differences and the ELS for employee role the least.

One-way repeated measures, ANOVA, were used to compare the differences for significance within the four respondent groups as to the number of ELS seen as important for family role, as compared to the number for individual role, the number for employee role, as compared to the total number of important ELS for each respondent subgroup. In each instance significant differences were found. (See Table 46) Females perceived a different number of ELS for the roles for females from the total number of important ELS for females. This was similar for the ELS seen as important for the males in their roles. The same pattern of differences occurred for the two male respondent groups.

Since statistical differences occurred, the Scheffé statistic was utilized as a follow-up to identify if the number of skills were different for each of the roles as seen by the four respondent groups. Significant differences existed for each of the four respondent groups among the three roles as to the number of ELS seen as important. For each group, the mean number of responses for the individual role made the greatest contribution to these differences.

Table 46. Repeated ANOVA For Differences Within Respondent Groups

Respondent Groups	Mean Square	df	F-Ratio	$p < .05$
F/F	564.2823	4298/2	2825.308	.0000
F/M	572.0889	2882/2	1701.498	.0000
M/F	652.6335	2297/2	1221.189	.0000
M/M	538.9012	3902/2	1861.961	.0000

The chi-square statistic was used to determine whether or not the proportion of observed responses per role differed from what might have occurred by chance for each ELS when respondents were categorized by respondent groups and then by the various demographic factors. When the subjects were classified by the four respondent groups, the chi-squares varied from 10.355502 to 948.62051 having 9 df. Only two of the eighty-seven ELS were not seen as being significantly different. These were:

Item	Chi-square	df	$p < .05$
1:55-Share respon.	16.7153	9	.0534
2:25-Follow safety rul.	10.3550	9	.3225

The proportion of responses for each of ELS with the noted exceptions differed for own and other sex for the three roles.

There were significant differences in the number of subjects' responses when grouped by age in identifying the importance of ELS. When respondents were categorized in age groups of 13-18, 19-30, 51-60, 61 or over, there were significant differences for twelve ELS as given below:

Item	Chi-square (12 df)	$p < .05$
1:52-Store food	18.9801	.0890
1:62-Get along with rel.	9.4142	.6672
1:64-Get along with family	13.1234	.3601
1:70-Make home comfort.	19.8560	.0699
2:9 -Care outs. house	20.4952	.0583
2:10-Visit with friends	13.9278	.3053
2:14-Make home attract.	15.6352	.2085
2:34-Do house repairs	15.8842	.1966
2:35-Prepare food	11.9360	.4508
2:36-Get house furn.	13.7165	.3192
2:38-Clean up aft. meal	8.4717	.7473
2:42-Can/freeze/dry food	13.2125	.3538

The chi-squares varied from 8.4717 to 174.7136.

Keeping in mind that females responded for the importance of ELS for both females and males and the same pattern was followed by males, the chi-square revealed that 62 of the ELS were viewed differently as to the number of responses by males and females. The chi-squares ranged from 5.7947 to 223.3702 with 15 df. The 25 ELS for which observed and expected number of responses did not differ are listed on the following page.

Item	Chi-square (15 df)	$p < .05$
1:37-Get leg. titles	14.4148	.4943
1:40-Buy car	7.3892	.9459
1:47-Maintain health	15.5542	.4123
1:48-Judge info.	23.5827	.0725
1:49-Get along with others	13.8384	.5378
1:53-Grow food	23.4832	.2657
1:56-Care for elderly	14.8603	.4615
2:9 -Care outs. house	18.9186	.2174
2:13-Exchange. ideas	6.9132	.9600
2:15-Care for sick	17.1968	.3072
2:16-Pay bills	11.57972	.7105
2:18-Provid. subs. care	18.7868	.2236
2:21-Use pub. assis.	10.7887	.7674
2:24-Get ready for retir.	11.1219	.7439
2:25-Follow safety rul.	5.7947	.9830
2:30-Select one to live with	23.9160	.0665
2:32-Do extra work	20.0731	.1691
2:38-Clean up aft. meal	23.6221	.0718
2:39-Be able to sleep	16.715	.3364
2:43-Accept. respon.	7.1987	.9519
2:46-Apply for unempl. comp.	23.8183	.0682
2:48-Meet time sched.	8.5512	.8998
2:49-Plan & org.	17.6869	.2795
2:54-Do job & home respon.	23.3028	.0779
2:55-Get along with neigh.	17.8683	.2697

Grouping respondents by marital status, the responses for 85 of the ELS were significantly different. The exceptions were:

Item	Chi-square	df	p <.05
1:49-Get along with others	11.1992	6	.5119
1:62-Get along with rel.	8.5810	6	.7382
2:37-Listen to & fol. dir.	18.77181	6	.0942

Grouping respondents by length of work experience revealed that most of the ELS responses were different within each category. For the married respondents, when grouped by length of work experience prior to marriage, there were nine ELS not seen as different in their importance. These were:

Item	Chi-square (15 df)	p <.05
1:37-Get leg. titles	4.8392	NS
1:64-Get along with family	6.0103	NS
1:67-Plan for spend. money	5.9206	NS
2:10-Visit with friends	5.1675	NS
2:14-Make home attract.	6.1468	NS
2:17-Get insur.	5.7639	NS
2:36-Get house furn.	5.3782	NS
2:41-Make friends	4.1784	NS
2:55-Get along with neigh.	2.9288	NS

Grouping married respondents by work experience during marriage, the number of expected and observed responses per role were not significant for the following:

Item	Chi-square (12 df)	p <.05
1:58-Arrange for pub. util.	3.3017	NS
2:42-Can/freeze/dry food	5.0819	NS

Examining the responses of never married subjects as to observed and expected frequencies per role revealed five ELS as not being significantly different. These were:

Item	Chi-square (9 df)	$p < .05$
1:37-Get leg. titles	4.8481	NS
2:20-Get hous.	4.9819	NS
2:31-Use speak.skills	4.3986	NS
2:51-Contin. educ.	4.6749	NS
2:54-Do job & home respon.	4.2910	NS

Using type of dwelling as a means of grouping responses gave one ELS, 1:49-Get along with others, having a chi-square of 4.4639 with 12 df as not being seen differently at the .05 level.

There were significant differences in the observed and expected proportions among subjects' responses when classified by family income as to the importance of 33 ELS. The ELS were:

Item	Chi-square (18 df)	$p < .05$
1:36-Plan for distr. of prop.	136.9135	.000
1:37-Get leg. titles	98.8327	.000
1:40-Buy car	76.5712	.000
1:48-Judge info.	81.9859	.000
1:51-Supervis. help	52.6589	.000
1:52-Store food	44.0608	.002
1:54-Understand. advertis.	65.8798	.000
1:57-Read for info.	55.6572	.000
1:59-Use finan. advis.	42.0110	.004

(Cont.)

Item	Chi-square (18 df)	$p < .05$
1:61-Keep up on new info.	60.6719	.000
1:66-Attend. concerts	56.6164	.000
1:68-Use a check. acct.	222.4663	.000
2:7 -Select & buy food	39.6751	.008
2:8 -Read for pleas.	47.7046	.003
2:9 -Care outs. house	38.2022	.012
2:13-Exchange ideas	70.4225	.000
2:15-Care for sick	32.7830	.049
2:19-Serve food	35.8205	.023
2:20-Get hous.	33.4046	.041
2:21-Use pub. assis.	76.0420	.000
2:22-Set goals	71.4146	.000
2:23-Get invol. pol. activ.	70.3888	.000
2:24-Get ready for retir.	65.0581	.000
2:26-Use arith. skills	34.6388	.031
2:29-Meet requir. standards	43.6187	.003
2:31-Use speak. skills	33.6394	.040
2:38-Clean up aft. meal	38.3294	.012
2:44-Direct fam. memb.	78.2222	.000
2:45-Have family	42.9720	.003
2:47-Work und. press.	73.3993	.000
2:50-Prepare for job mob.	41.1707	.005
2:51-Contin. educ.	39.7210	.008

There were significant differences with two exceptions in the observed and expected frequencies of responses when respondents were classified by personal income. The exceptions were ELS 2:25-Follow safety rul., with a chi-square of 11.3894 having 18 df, and 2:49-Plan & org., with a chi-square of 11.3036 having 18 df. Significant differences occurred in the observed and expected frequency of responses for all 87 ELS when respondents were grouped by number of adults in the family. Examining responses by ages of adults in the family, there were a few non-significant differences in responses for all age groups except the 55 plus age group. The ELS for which no differences occurred were:

18-25 years of age:

Item	Chi-square (18 df)	$p < .05$
1:41-Accept author.	12.0366	NS
1:50-Clean home	7.6834	NS
2:13-Exchang. ideas	8.0817	NS
2:37-Listen to & fol. dir.	8.6303	NS
2:39-Be able to sleep	9.2709	NS

26-35 years of age:

Item	Chi-square (15 df)	$p < .05$
1:56-Care for elderly	6.5665	NS
2:23-Get invol. pol. activ.	6.6155	NS

36-55 years of age:

Item	Chi-square (15 df)	$p < .05$
1:49-Get along with others	6.0485	NS
2:28-Use writ. skills	4.9356	NS
2:31-Use speak. skills	5.0853	NS

There were 17 ELS for which significant differences in the observed and expected proportions of subjects' responses when classified by number of children in the family as to the importance of ELS. These were:

Item	Chi-square (18 *df*)	*p* <.05
1:38-Keep job skills	52.6715	.001
1:44-Care for child.	307.4121	.000
1:53-Grow food	52.2841	.013
1:63-Care for clothes	45.3639	.005
2:7 -Select & buy food	39.8674	.022
2:9 -Care outs. house	39.9827	.022
2:12-Make or fix clothes	56.3615	.000
2:15-Care for sick	56.8642	.000
2:17-Get insur.	51.9564	.001
2:18-Provid. subs. care	145.8596	.000
2:19-Serve food	36.9862	.044
2:22-Set goals	84.8367	.000
2:35-Prepare food	36.2570	.052
2:40-Plan cloth. need	38.6959	.029
2:42-Can/freeze/dry food	42.4216	.012
2:44-Direct fam. memb.	107.9477	.000
2:45-Have family	157.7493	.000

When respondents were grouped by educational background less than one-half of the items, 24, were significantly different in observed and expected frequency of responses by the subgroups. The 24 items are listed on the following page.

Item	Chi-square (21 *df*)	$p < .05$
1:36-Plan for distr. of prop.	35.3792	.026
1:37-Get leg. titles	33.2571	.043
1:38-Keep job skills	38.1176	.013
1:41-Accept author.	53.9932	.000
1:42-Listen to radio	61.30772	.000
1:45-Apply for temp. leave	35.7634	.023
1:46-Maintain car	39.9861	.008
1:48-Judge info.	45.6170	.001
1:51-Supervis. help	42.0139	.004
1:54-Understand advertis.	36.5822	.019
1:59-Use finan. advis.	43.4268	.003
1:65-Protect health of self	35.4499	.025
1:66-Attend. concerts	66.6952	.000
1:68-Use a check. acct.	51.1878	.000
1:69-Work independ.	45.1544	.002
2:8 -Read for pleas.	43.7883	.003
2:12-Make or fix clothes	42.2439	.004
2:18-Provid. subs. care	34.3453	.033
2:23-Get invol. pol. activ.	47.0424	.001
2:27-Locate job	34.9433	.029
2:28-Use writ. skills	54.8927	.000
2:30-Select one to live with	62.1435	.000
2:31-Use speak. skills	53.5396	.000
2:56-Follow work rul.	38.5859	.011

The respondents from the homemaker group were not included in these analyses as their sample was drawn from one county as compared to the state for the employed respondents.

Summary

There were statistically significant differences among the respondent groups as to the 1) total number of ELS seen as important for each respondent group, and 2) the number of ELS for each role. Also, significant differences were found within respondent groups as to the number of ELS for each role. Each ELS, when subjects were grouped by each of the independent variables, resulted in statistical differences varying from 47 to 85 ELS.

Chapter IV - Summary, Conclusions, and Implications

The purpose of the study was to identify empirically those essential living skills (ELS) perceived as important by men and women in their roles as a family member, an individual, and as an employee. The underlying concept was that some ELS would be shared by all three roles, other ELS for combinations of family and individual roles, some for individual and employee, some for family and employee, and other ELS would be limited to one role .

The first phase of the study was directed to developing the instrument by means of literature review and a series of jury panels. The second phase was the field test of the instrument and included a judgment sample of 651 subjects, both male and female, and representing all occupational categories of professional, managers and administrators, sales workers, clerical workers, craftsmen, operatives, laborers, service workers, household workers, and homemakers. The third and final phase was directed to the major data collection on a statewide basis.

Criteria for respondents during both field tests and major study were: 1) respondent be employed and 2) be sharing the household with at least one other person, and 3) not being employed for pay outside the home for homemakers in addition to be sharing the household with at least one other person.

The sampling procedure for the major study was a multi-stage model. Employed individuals were contacted through businesses. Using a listing of business telephones from the seven telephone companies serving the state, the majority of the approximately 80,000 businesses in the state were geographically located. The businesses were categorized as to trade, government, construction, mining, finance, agriculture, service, manufacturing, transportation, and public utilities.

To secure the most heterogeneous representation of businesses, the state was divided into ten degree segments with the center point in the largest city and the first line bisecting the second largest city. Seven of the 36 segments were randomly drawn. All businesses within these selected segments were listed by addresses. Ten percent of each category of business was selected to provide contact with employees. Letters explaining the project and soliciting participation were sent to approximately 2104 businesses. Personal contacts were made with those businesses indicating willingness to participate. All businesses were represented except agriculture. Distribution of questionnaires to employees was by the researchers or by some member of the business. Employee returns from the businesses varied from zero to 100 percent. All participation was on a volunteer basis. The average rate of returns within a business was about 50 percent. All occupational areas were represented except household workers. The sample of homemakers was limited to one county because of lack of time and money. Census tracts were used and 11 were randomly drawn. Each tract was divided into 16 equal areas and one area randomly drawn. Door to door calls were made and provided 124 usable returns. Employed respondents numbered 4929 total. The occupational representation of the respondents was similar to that of the state.

The ELS instrument consisted of 87 items relating to the roles of family member, individual, and employee. The respondent could check the item as being important to one or more of the roles or not important to any of the roles. Approximately one-half of the female respondents were asked to respond as to the importance of the items for males and the other female respondents were to respond as to the importance of the items for females. The same procedure was followed for males. Each respondent provided demographic data as to county of residence, age, sex, marital status, work experience, type of dwelling, family and personal income, ages of household members, education, and occupation.

When the data were analyzed there were no ELS not having 60 percent or higher concurrence as to the importance for at least one role by at least one subgroup within a minimum of one of the demographic factors. This agreement varied from only one subgroup to all subgroups within a specific demographic factor.

The agreement varied from the ELS being important for only one role, a combination of two roles, to all three roles. The ELS instrument had been designed to have the largest number of the ELS for family role, then individual, and the fewest for employee. The respondents followed this pattern for the employee role but they selected the largest number of ELS for the individual role followed by family role.

When responses were examined as to importance of ELS as perceived by females for females, females for males, males for females, and males for males; female respondents noted more ELS skills necessary for females than males in role of employee. Conversely, males saw a greater number of ELS important for males than females in this role of employee. ELS relating to planning meals, food storage, food preparation, and making and repairing clothes were viewed by both males and females as important for females but not for males in both roles of family and individual. There were more similarities than differences in the perception of ELS important for males and females whether the ELS were for own or other sex. Twenty nine ELS, 1:36-Plan for distr. of prop., 1:37-Get leg. titles, 1:40-Buy car, 1:43-Keep records, 1:52-Store food, 1:54-Understand advertis., 1:58-Arrange for pub. util., 1:63-Care for clothes, 1:64-Get along with family, 1:67-Plan for spend. money, 1:68-Use a check. acct., 1:70-Make home comfort., 2:7-Select & buy food, 2:9-Care outs. house, 2:10-Visit with friends, 2:13-Exchng. ideas, 2:14-Make home attract., 2:16-Pay bills, 2:17-Get insur., 2:20-Get hous., 2:25-Follow safety rul., 2:34-Do house repairs, 2:36-Get house furn., 2:38-Clean up aft. meal, 2:43-Accept. respon., 2:45-Have family, 2:48-Meet time sched., 2:54-Do job & home respon., and 2:55-Get along with neigh., were indicated as important for females and males for both roles of family and individual by all respondents.

The youngest age subgroup of respondents, 13-18 years, and the oldest age subgroup, 61+ years, tended to view the smallest number of ELS as important for roles of family member and employee than the other age groups. This was not the pattern for ELS for the individual role. ELS needed for the individual role were fairly consistent across the age span; whereas, the ELS for the other two roles, family and employee, increased in number for youngest and oldest.

Married respondents indicated more ELS as important to the family role than the respondents who had never married or those who had been married. In contrast, the number of ELS noted as important for the individual were similar for all three marital groups. The married respondents indicated fewer skill being important to the employee role than the other two groups.

The number of ELS seen as necessary for the employee role was much less for those respondents having the longest period of work experience irregardless of whether the respondent was married or not, or if the work experience was prior to or during marriage. Perhaps the longer one works it is more difficult to identify the essential skills or that few skills may be essential.

The same pattern of fewer ELS being inverse in number to the length of work experience for married respondents was evident. The never married respondents noted from 8 to 60 percent fewer ELS for the family role as compared to married respondents. The variation of ELS selected as important for individual role ranged from 70-74 for work experience prior to marriage, 73-78 for length of work experience during marriage, and 71-80 for length of work experience for respondents never married.

Respondents that were homeowners indicated more ELS as being important. for the family role than repondents that were not homeowners, the range was 30-51. The range of important ELS for the role of individual was 73-80 so the differences were less than those for the family role. The range of ELS for the employee role was similar, 14-19. Home ownership seemed to make the greatest difference on ELS seen as important for family role but not the roles of individual and employee.

Those respondents having the higher family and personal incomes indicated the importance of more ELS for the family and employee roles than respondents having lower family and personal incomes. This was not evident for ELS as related to individual role.

The number of preschool age children in the home varied from zero to six with the average being two. As the number of preschool age children increased there was an increase in the number of ELS seen as important for family, individual, and employee roles. For the individual role, the differences in important ELS was not great, the ELS for family role were about twice the number for respondents having six preschoolers as compared to families having no preschoolers, and six times more ELS for employee role.

The number of adults in the home varied from one to nine. The age of 18 was considered as adult. As the number of adults in the home increased so did the number of ELS seen as important for the roles of family and employee. In contrast, the number of ELS for individual role were similar irregardless of number of adults in the home. As both age and number of adults in the home increased, the number of ELS seen as important for role of employee decreased. There were few differences in ELS noted for roles of family and individual as the number of adults increased.

As the formal education of respondents increased, the number of ELS viewed as important also increased, but less so for the individual role. A similar pattern was noted for occupation. Those respondents in occupations requiring less formal educational preparation and skill noted the fewest ELS for all three roles but particularly for family and employee roles.

The highest concurrence on ELS for the two roles was for a total of 45. These 45 were seen as important for the two roles of family and individual by over 55 percent of respondents irregardless of how they were grouped on demographic factors. Thirteen ELS were noted as important for the individual and employee roles. Seventy-eight were seen as important for the individual role, 48 for family member role and 14 for employee.

Statistical analyses of data utilized multivariate analysis, MANOVA, for significance of differences among the four respondent groups, female for female, female for male, male for female, male for male, as to the mean number of responses on the total instrument and the mean number of responses per role. The ANOVA was employed for determining differences within a respondent group as to the mean number of responses per role. Level of significance was set at .05. The results indicated that females perceived not only a statistically significant difference in total number of ELS for females but also for males. In addition, there were significant differences in the number of ELS viewed as important for males and females in each of the three roles, family, individual, and employee. The same pattern of differences occurred for the two male respondent groups.

Statistical differences between observed and expected frequencies of responses for subjects when grouped by the demographic factors was determined by the use of chi-square with the level of significance at .05. The number of differences varied on ELS among the demographic factcrs, and differences were present for each factor.

In some instances, a significant difference was obtained for each of the 87 ELS by the subgroups of a specific demographic factor. For other factors the number of ELS where differences occurred were less. There was no demographic factor for which significant differences were less than 45 of the ELS.

The skills in this study that received priority of importance are very similar to those skills being described in most of the literature that is directed to this topic. (Refer to Chapter 2 - Selected Review of Literature) A recent publication, Teacher's Guide to a Vocational Education Common Core Curriculum[1] presents the thinking of American Samoa, Arizona, California, Guam, Hawaii, Nevada, and the Trust Territorities of the Pacific as to the future direction of a common core for vocational education. This core emphasizes skills of individual development including interpersonal relations; job survival and progression; and general skills development of communication, reading and computation. The ELS of this study provide a sound basis for program development as it is in keeping with the needs of helping individuals maintain themselves in our society and also provides empirical evidence as to what skills are necessary.

The conclusions are relevant to the state in which the study was done and no attempt was made to speculate as to their application to other states. The conclusions drawn were as follows:

1) A definitive listing of ELS was possible.

2) Individuals can identify ELS that were important to specific

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[1] Teacher's Guide to a Vocational Education Common Core Curriculum (Mimeographed) Sacramento, California: California State Department of Education, 1977. This publication was not available when the review of literature was done but the researchers felt that the publication should be drawn to the attention of the reader.

roles and some ELS were shared by more than one role.

3) More ELS were perceived as necessary for the individual role and ELS for employee role were the least in number. The largest number of ELS being associated with the role of individual revealed that people recognized and were concerned with maintaining individuality.

4) There were greater similarities of ELS needed for the two roles of family member and individual than any other of the possible role combinations.

5) Relatively few ELS were seen as important for employee role.

6) Sex stereotyping was reflected in that males noted more ELS for males than females in the employee role and more ELS for females than males in the family role. Generally, females concurred with this point of view.

7) There were statistically significant differences among and within the four repondent groups (F/F, F/M, M/F, M/M) as to the number of ELS perceived as important for each of the three roles.

8) The rank order of high to low as to the priority of importance as indicated by the number of ELS noted for the various roles was as follows:

Individual
Family
Employee
Individual and family
Individual and employee
Family and individual
Family and individual and employee

9) The importance of an ELS to individuals varied with demographic factors such as age, marital status, work experience, type of dwelling. income, size of family, education, and income.

Definitive implications were not viewed as appropriate but rather questions are presented for the reader's consideration. The major questions are:

1) Are there basic differences in the skills needed for the three roles or is there a lack of perceptivity as to the commonality of the skills?

2) If a skill is common to two or more roles is it used in the same manner or differently? Are there different levels of proficiency expected?

3) Is there a priority of ELS even though all may be necessary?

4) Do employers and employees have different views as to what skills are essential for the employee?

5) Should there be greater emphasis given to developing ELS for employees on the part of education or employers themselves?

6) For those ELS that are evidently important, whether for one or more roles, can they be analyzed into the component parts such as tasks/skills/knowledges/ and attitudes?

7) Can the ELS be identified as being more appropriate for one subject matter content than another?

8) Can home economics educators identify which ELS are now being done in the home economics curriculum?

9) Are there ELS that need to be included in the curriculum? If so, how could these be added? What changes will be necessary?

10) Are ELS all that should be taught in the curriculum? What emphasis should be given to ELS?

11) Is an ELS taught at one time or over a period of time? When is the appropriate time?

12) Are some ELS more process oriented than content?

13) What is the most effective way of learning an ELS?

14) What is the level of achievement needed for an ELS and how is it assessed?

15) How can the sex stereotyping of ELS be minimized?

The value of this study is in providing empirical evidence to support answers for the above questions. The recommendation is made that these questions and other related questions not listed need to be answered by any curriculum developer before utilizing the ELS concept.

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APPENDIX A

Advisory Committee

Jury Panel

ADVISORY COMMITTEE

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JURY PANEL - ESSENTIAL LIVING SKILLS
April 14, 1976

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APPENDIX B

Instrument For Field Test

FAMILY MEMBER ACTIVITIES

DIRECTIONS: In your present situation, which of the following activities do you see as important for you to do as a family member? Use the following key to check (✓) each item:

1. is Very Important
2. is Important
3. is Not Very Important
4. is Not Important

	Very Important 1	Important 2	Not Very Important 3	Not Important 4
1. Setting up the home as a legal residence in order to register to vote and obtain a driver's license	☐	☐	☐	☐
2. Keeping records of money spent	☐	☐	☐	☐
3. Using a checking account	☐	☐	☐	☐
4. Using a money order, cashier's check	☐	☐	☐	☐
5. Planning for spending of money	☐	☐	☐	☐
6. Using a financial advisor.	☐	☐	☐	☐
7. Paying bills	☐	☐	☐	☐
8. Knowing how to use credit.	☐	☐	☐	☐
9. Getting insurance (such as life, health, auto, house, liability).	☐	☐	☐	☐
10. Using the social security services (such as getting a card, applying for benefits)	☐	☐	☐	☐
11. Getting legal titles (such as property, auto).	☐	☐	☐	☐
12. Planning for distribution of property and money at the death of a family member.	☐	☐	☐	☐
13. Using public assistance (such as using employment services, public welfare, food stamps)	☐	☐	☐	☐
14. Getting ready for retirement	☐	☐	☐	☐
15. Applying for a loan.	☐	☐	☐	☐
16. Getting housing.	☐	☐	☐	☐
17. Getting household furnishings and equipment.	☐	☐	☐	☐

FAMILY MEMBER ACTIVITIES (continued)

	Very Important 1	Important 2	Not Very Important 3	Not Important 4
18. Deciding how to use space in the home (such as for sleeping, studying, cooking)	☐	☐	☐	☐
19. Making the home attractive	☐	☐	☐	☐
20. Making the home comfortable.	☐	☐	☐	☐
21. Keeping the home sanitary (such as free of mice, rats, insects, garbage, trash)	☐	☐	☐	☐
22. Cleaning the home.	☐	☐	☐	☐
23. Keeping the home safe (such as safe storage of poisons, safe electrical wiring, venting of gas)	☐	☐	☐	☐
24. Doing minor household repairs (such as faucets, painting, papering).	☐	☐	☐	☐
25. Getting skilled persons for repair work.	☐	☐	☐	☐
26. Using household equipment.	☐	☐	☐	☐
27. Making things for the home (such as drapes, curtains, book cases).	☐	☐	☐	☐
28. Taking care of outside of house (such as painting, washing windows, yard)	☐	☐	☐	☐
29. Arranging for public utility services (such as gas, water, fire protection)	☐	☐	☐	☐
30. Planning for clothing needs.	☐	☐	☐	☐
31. Selecting and buying clothing.	☐	☐	☐	☐
32. Making or fixing clothes	☐	☐	☐	☐
33. Caring for clothes (such as washing, dry cleaning, mending, storage, ironing)	☐	☐	☐	☐
34. Planning meals (such as special needs, diets, nutrition)	☐	☐	☐	☐
35. Selecting and buying food.	☐	☐	☐	☐
36. Growing food	☐	☐	☐	☐
37. Canning/freezing/drying food	☐	☐	☐	☐
38. Storing food — putting food in the right place	☐	☐	☐	☐

FAMILY MEMBER ACTIVITIES (continued)

	Very Important 1	Important 2	Not Very Important 3	Not Important 4
39. Preparing food	☐	☐	☐	☐
40. Serving food	☐	☐	☐	☐
41. Cleaning up after a meal	☐	☐	☐	☐
42. Buying a car	☐	☐	☐	☐
43. Maintaining a car (such as gas, oil, tire care). .	☐	☐	☐	☐
44. Arranging for transportation of family members (such as bus, car pool, taxi).	☐	☐	☐	☐
45. Caring for children (such as feeding, dressing, bathing)	☐	☐	☐	☐
46. Caring for a sick person in the home	☐	☐	☐	☐
47. Caring for the elderly	☐	☐	☐	☐
48. Providing for substitute care (such as babysitting, day care, private nurse, housekeeping, nursing home).	☐	☐	☐	☐
49. Supervising hired help	☐	☐	☐	☐
50. Observing family customs	☐	☐	☐	☐
51. Getting along within the family.	☐	☐	☐	☐
52. Getting along with neighbors	☐	☐	☐	☐
53. Getting along with relatives	☐	☐	☐	☐
54. Providing for leisure activities (such as games, entertaining, reading, sports, TV)	☐	☐	☐	☐
55. Setting goals for family with other members. . . .	☐	☐	☐	☐
56. Planning and organizing so work gets done.	☐	☐	☐	☐
57. Sharing responsibilities	☐	☐	☐	☐
58. Directing other family members	☐	☐	☐	☐
59. Settling family differences.	☐	☐	☐	☐
60. Understanding behavior of others (such as illness, stress, separation).	☐	☐	☐	☐

FAMILY MEMBER ACTIVITIES (continued)

	Very Important 1	Important 2	Not Very Important 3	Not Important 4
61. Helping the development of family members (such as social customs, respecting the rights of others, education)	☐	☐	☐	☐
62. Using writing, reading and speaking skills	☐	☐	☐	☐
63. Keeping up to date on new information.	☐	☐	☐	☐
64. Judging information given by others (such as salespersons, relatives, radio, TV, newspapers). .	☐	☐	☐	☐
65. Understanding advertising and its effect on the family as buyers	☐	☐	☐	☐
66. Following directions	☐	☐	☐	☐
67. Determining family size.	☐	☐	☐	☐
68. Handling emergencies	☐	☐	☐	☐

PERSONAL ACTIVITIES

DIRECTIONS: In your present situation, which of the following activities do you see as important for you to do for yourself? Use the following key to check (✓) each item:

1. is Very Important
2. is Important
3. is Not Very Important
4. is Not Important

	Very Important 1	Important 2	Not Very Important 3	Not Important 4
69. Visiting with friends, relatives and others. . . .	☐	☐	☐	☐
70. Being involved in clubs and other organized groups	☐	☐	☐	☐
71. Watching TV.	☐	☐	☐	☐
72. Attending church or similar activities	☐	☐	☐	☐
73. Listening to the radio	☐	☐	☐	☐
74. Reading for pleasure	☐	☐	☐	☐
75. Reading for information.	☐	☐	☐	☐
76. Making close friends	☐	☐	☐	☐
77. Having time to relax alone	☐	☐	☐	☐
78. Having a family.	☐	☐	☐	☐
79. Selecting someone to live with (such as a roommate, spouse).	☐	☐	☐	☐
80. Doing things for other family members.	☐	☐	☐	☐
81. Continuing education	☐	☐	☐	☐
82. Doing hobbies (such as collecting, arts and crafts, working crossword puzzles, sports, games).	☐	☐	☐	☐
83. Getting involved in political activities	☐	☐	☐	☐
84. Exchanging ideas with others	☐	☐	☐	☐
85. Attending concerts, plays.	☐	☐	☐	☐
86. Grooming self (such as having hair done, shaving, bathing, manicure)	☐	☐	☐	☐
87. Being able to sleep when needed.	☐	☐	☐	☐

PERSONAL ACTIVITIES (continued)

	Very Important 1	Important 2	Not Very Important 3	Not Important 4
88. Having time for doing nothing without interruption	☐	☐	☐	☐
89. Getting regular exercise	☐	☐	☐	☐
90. Protecting health of self (such as regular medical check-ups)	☐	☐	☐	☐
91. Making time for eating enjoyment	☐	☐	☐	☐
92. Protecting self from physical danger	☐	☐	☐	☐
93. Having clothes and jewelry	☐	☐	☐	☐

OCCUPATIONAL ACTIVITIES

DIRECTIONS: In your present situation, which of the following activities do you see as important for you to do to get, keep, and leave a job? Use the following key to check (✓) each item:

1. is Very Important
2. is Important
3. is Not Very Important
4. is Not Important

		Very Important 1	Important 2	Not Very Important 3	Not Important 4
94.	Getting training or education for a job	☐	☐	☐	☐
95.	Locating a job, using application forms, preparing a personal employment history, interviewing	☐	☐	☐	☐
96.	Maintaining health, grooming, personal hygiene	☐	☐	☐	☐
97.	Using basic writing skills	☐	☐	☐	☐
98.	Using basic speaking skills	☐	☐	☐	☐
99.	Using basic arithmetic skills	☐	☐	☐	☐
100.	Doing both job and home responsibilities	☐	☐	☐	☐
101.	Following working rules and company policy	☐	☐	☐	☐
102.	Keeping job skills up to date	☐	☐	☐	☐
103.	Listening to and following directions	☐	☐	☐	☐
104.	Accepting responsibility	☐	☐	☐	☐
105.	Accepting lines of authority	☐	☐	☐	☐
106.	Meeting required appearance standards	☐	☐	☐	☐
107.	Meeting time schedules, arranging for vacations	☐	☐	☐	☐
108.	Following safety rules	☐	☐	☐	☐
109.	Getting along with others (such as boss, co-worker, public)	☐	☐	☐	☐
110.	Doing extra work when asked	☐	☐	☐	☐
111.	Working independently	☐	☐	☐	☐
112.	Working under pressure	☐	☐	☐	☐

		Very Important 1	Important 2	Not Very Important 3	Not Important 4
113.	Preparing for job mobility or other job opportunities	☐	☐	☐	☐
114.	Following procedure in discrimination situations	☐	☐	☐	☐
115.	Leaving a job (such as giving notice, requesting recommendations, knowing rights upon discharge)	☐	☐	☐	☐
116.	Applying for temporary leave (such as sabbatical, sick leave, leave without pay)	☐	☐	☐	☐
117.	Applying for unemployment compensation and benefits	☐	☐	☐	☐

MALE VERSION OF FINAL INSTRUMENT

The final version of the questionnaire for male respondents had the same 117 items, but the directions were changed to indicate that a male was checking what he thought was important for a woman to do.

Directions for the male version were:

FAMILY MEMBER ACTIVITIES

DIRECTIONS: In your present situation, which of the following activities do you see as important for a woman to do as a family member? Use the following key to check (✓) each item:

1. is Very Important
2. is Important
3. is Not Very Important
4. is Not Important

PERSONAL ACTIVITIES

DIRECTIONS: In your present situation, which of the following activities do you see as important for a woman to do for herself? Use the following key to check (✓) each item:

1. is Very Important
2. is Important
3. is Not Very Important
4. is Not Important

OCCUPATIONAL ACTIVITIES

DIRECTIONS: In your present situation, which of the following activities do you see as important for a woman to do to get, keep, and leave a job? Use the following key to check (✓) each item:

1. is Very Important
2. is Important
3. is Not Very Important
4. is Not Important

APPENDIX C

Personal Information Form

PERSONAL INFORMATION

DIRECTIONS: Please check (✓) or fill in the answers that best describe you.

1. What is the name of the county where you live? ____________________

2. What is your sex?
   - ☐ Female
   - ☐ Male

3. What is your age?
   - ☐ 13 - 18
   - ☐ 19 - 30
   - ☐ 31 - 50
   - ☐ 51 - 60
   - ☐ 61 or over

4. Do you have a chronic health problem?
   - ☐ Yes
   - ☐ No

5. Do you have a handicap?
   - ☐ Yes
   - ☐ No

6. What is your marital status?
   - ☐ Never married
   - ☐ Married
   - ☐ Have been married (widowed, divorced, separated)

7. If never married, how many years have you worked?
   - ☐ Less than 1
   - ☐ 1 - 5
   - ☐ 6 - 10
   - ☐ 11 - 15
   - ☐ 16 or more

8. If married, how many years did you work prior to marriage?
   - ☐ Less than 1
   - ☐ 1 - 5
   - ☐ 6 - 10
   - ☐ 11 - 15
   - ☐ 16 or more

9. If married, how many years have you worked during marriage?
   - ☐ Less than 1
   - ☐ 1 - 5
   - ☐ 6 - 10
   - ☐ 11 - 15
   - ☐ 16 or more

10. What is the size of your immediate household (including self, other adults, and children)?

    Number of adults ____________

    List ages of adults ____________

    Number of children ____________

    List ages of children ____________

11. Which of the following describes your usual place of living?
- ☐ Rent house/townhouse/mobile home
- ☐ Own house/townhouse/mobile home
- ☐ Rent apartment
- ☐ Live with relatives
- ☐ Other (explain) ____________________

12. What is your level of schooling?

	Attended	Completed
Elementary School (grades K - 8)	☐	☐
High School (grades 9 - 12)	☐	☐
Community College (grades 13 - 14)	☐	☐
Four year College/University (grades 13 - 16)	☐	☐
Technical, business training	☐	☐
Other (explain) ____________________	☐	☐

13. Do you use child care?
- ☐ Yes
- ☐ No

If yes, in own home ☐
out of home ☐

14. What is the average number of hours per week you employ paid help in your home?
- ☐ 0
- ☐ 1 - 4
- ☐ 5 - 8
- ☐ 9 - 16
- ☐ 17 or more

15. Are you self-employed?
- ☐ Yes
- ☐ No

16. What is your main reason for working at present?
- ☐ Add to household income
- ☐ Provide total income
- ☐ Have personal contacts, satisfactions
- ☐ Provide for future security
- ☐ Other (explain) ____________________

17. What is your occupation?

____

18. What is your yearly income?
- ☐ Less than $3,000
- ☐ $3,001 to $6,000
- ☐ $6,001 to $10,000
- ☐ $10,001 to $14,000
- ☐ $14,001 to $18,000
- ☐ $18,001 or more

APPENDIX D

Mean Scores For Field Test

Tables 3-19

TABLE 3

ELS mean scores for subjects categorized by chronic health problems (N = 460)

	Yes (N=41)		No (N=419)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	1.93	.43	2.08	.49
Fam. House	1.80	.45	1.89	.45
Fam. Cloth.	1.88	.59	1.82	.56
Fam. Feed	1.93	.58	1.89	.53
Fam. Trans.	2.00	.66	2.17	.72
Fam. Phys.	2.22	.96	2.29	.88
Fam. Soc.	1.77	.55	1.81	.53
Fam. Int.	1.65	.36	1.66	.42
Pers. Act.	1.92	.33	1.98	.36
Get Job	1.49	.38	1.50	.44
Keep Job	1.44	.38	1.49	.42
Leav. Job	1.93	.72	1.91	.71

TABLE 4

ELS mean scores for subjects categorized by handicap (N = 462).

	Yes (N=18)		No (N=444)	
Variable	$\overline{X}$	S.D.	$\overline{X}$	S.D.
Fam. Fin.	1.97	.54	2.07	.49
Fam. House	1.97	.55	1.88	.45
Fam. Cloth.	1.86	.76	1.82	.56
Fam. Feed	2.09	.66	1.97	.54
Fam. Trans.	2.13	.69	2.16	.71
Fam. Phys.	2.19	.82	2.28	.89
Fam. Soc.	1.81	.63	1.81	.53
Fam. Int.	1.87	.54	1.66	.41
Pers. Act.	1.99	.37	1.97	.36
Get Job	1.48	.38	1.50	.44
Keep Job	1.59	.40	1.48	.41
Leav. Job	1.97	.59	1.91	.71

TABLE 5

ELS mean scores for subjects categorized by marital status (N = 456).

	Never married (N=44)		Married (N=349)		Have been married (N=63)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.08	.47	2.07	.49	1.99	.44
Fam. House	1.89	.46	1.89	.45	1.82	.49
Fam. Cloth.	1.75	.56	1.83	.56	1.88	.57
Fam. Feed	2.05	.60	1.97	.54	1.98	.52
Fam. Trans.	2.05	.63	2.22	.72	1.85	.65
Fam. Phys.	2.52	1.00	2.23	.85	2.41	.99
Fam. Soc.	1.87	.56	1.81	.52	1.78	.60
Fam. Int.	1.69	.38	1.66	.40	1.67	.52
Pers. Act.	1.92	.29	1.98	.37	1.99	.35
Get Job	1.46	.39	1.53	.45	1.39	.41
Keep Job	1.43	.38	1.51	.42	1.35	.35
Leav. Job	1.80	.65	1.97	.73	1.76	.59

TABLE 6

ELS mean scores for subjects categorized by not married, how long worked (N = 74).

	Less than 1 yr. (N=7)		1-5 yrs. (N=29)		6-10 yrs. (N=18)		11-15 yrs. (N=8)		16 yrs. or more (N=12)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.18	.48	2.25	.62	2.19	.43	1.82	.40	1.50	.58
Fam. House	1.98	.47	1.83	.45	2.02	.35	1.99	.40	1.91	.35
Fam. Cloth.	2.04	.42	1.57	.65	1.99	.49	1.81	.50	1.96	.44
Fam. Feed	2.13	.70	1.85	.51	2.07	.42	2.31	.36	2.06	.51
Fam. Trans.	2.19	.72	2.02	.62	2.22	.64	1.88	.75	2.33	.80
Fam. Phys.	1.97	.88	2.52	1.02	2.30	.79	2.25	.82	1.77	.73
Fam. Soc.	1.66	.54	1.64	.52	2.06	.63	1.68	.40	1.80	.53
Fam. Int.	1.72	.52	1.67	.35	1.71	.35	1.47	.34	1.70	.41
Pers. Act.	2.07	.17	1.93	.31	1.87	.29	1.89	.25	2.02	.37
Get Job	1.45	.42	1.49	.37	1.37	.40	1.32	.26	1.55	.46
Keep Job	1.36	.42	1.46	.36	1.36	.35	1.44	.40	1.44	.32
Leav. Job	1.79	.53	1.91	.75	1.65	.62	1.84	.55	1.79	.64

TABLE 7

ELS mean scores for subjects categorized by married, how long worked prior to marriage (N = 403).

	Less than 1 yr. (N=74)		1-5 yrs. (N=208)		6-10 yrs. (N=78)		11-15 yrs. (N=25)		16 yrs. or more (N=18)	
Variable	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.
Fam. Fin.	2.05	.51	2.05	.49	2.11	.46	2.09	.49	1.81	.51
Fam. House	1.86	.48	1.91	.45	1.89	.40	1.88	.54	1.54	.38
Fam. Cloth.	1.81	.57	1.86	.58	1.81	.56	1.99	.46	1.60	.56
Fam. Feed	1.97	.52	1.99	.56	1.99	.51	1.97	.44	1.73	.54
Fam. Trans.	2.18	.66	2.19	.76	2.23	.70	2.15	.59	1.83	.65
Fam. Phys.	2.27	.91	2.45	.85	2.31	.90	2.22	.85	1.94	.85
Fam. Soc.	1.85	.56	1.80	.54	1.82	.51	1.88	.43	1.62	.57
Fam. Int.	1.65	.42	1.64	.41	1.65	.40	1.87	.52	1.60	.45
Pers. Act.	2.00	.36	1.98	.37	1.95	.33	1.98	.42	1.91	.50
Get Job	1.54	.49	1.48	.43	1.50	.41	1.62	.55	1.48	.43
Keep Job	1.52	.50	1.47	.37	1.49	.38	1.61	.60	1.41	.41
Leav. Job	2.04	.77	1.92	.72	1.91	.61	1.95	.86	1.83	.74

TABLE 8

ELS mean scores for subjects categorized by how long worked during marriage (N = 393)

Variable	Less than 1 yr. (N=22) $\bar{X}$	S.D.	1-5 yrs. (N=97) $\bar{X}$	S.D.	6-10 yrs. (N=92) $\bar{X}$	S.D.	11-15 yrs. (N=71) $\bar{X}$	S.D.	16 yrs. or more (N=111) $\bar{X}$	S.D.
Fam. Fin.	2.01	.43	2.15	.47	2.05	.40	2.07	.49	1.97	.56
Fam. House	1.87	.49	1.89	.42	1.90	.50	1.93	.41	1.84	.49
Fam. Cloth.	1.99	.66	1.87	.61	1.83	.50	1.86	.53	1.76	.59
Fam. Feed	2.09	.66	1.98	.52	2.01	.52	2.00	.47	1.86	.58
Fam. Trans.	1.97	.52	2.21	.69	2.15	.76	2.18	.62	2.21	.79
Fam. Phys.	2.17	.95	2.38	.94	2.26	.79	2.15	.83	2.19	.90
Fam. Soc.	1.74	.63	1.81	.52	1.80	.54	1.89	.52	1.76	.52
Fam. Int.	1.71	.62	1.65	.38	1.61	.40	1.73	.41	1.65	.44
Pers. Act.	1.96	.37	1.97	.35	1.97	.37	2.01	.36	1.96	.39
Get Job	1.44	.49	1.53	.45	1.46	.47	1.53	.42	1.51	.42
Keep Job	1.37	.33	1.52	.41	1.48	.42	1.54	.41	1.48	.45
Leav. Job	1.82	.69	2.01	.72	1.86	.68	1.97	.63	1.93	.81

TABLE 9

ELS mean scores for subjects categorized by family size (N = 462).

	1(N=12)		2(N=137)		3(N=93)		4(N=131)		5(N=45)		6(N=29)		7(N=5)		8(N=4)		9+(N=6)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.06	.49	2.04	.49	2.06	.48	2.90	.49	2.07	.50	2.03	.45	2.12	.38	2.27	.45	2.32	.80
Fam. House	1.70	.38	1.91	.45	1.85	.49	1.92	.44	1.91	.46	1.80	.46	1.79	.49	1.93	.48	1.81	.46
Fam. Cloth.	1.81	.51	1.84	.59	1.81	.61	1.85	.55	1.79	.48	1.73	.54	1.65	.60	1.94	.52	2.13	.59
Fam. Feed	1.89	.58	1.94	.48	2.01	.59	2.80	.59	2.00	.53	1.93	.52	1.95	.65	2.09	.53	2.04	.33
Fam. Trans.	1.69	.61	2.17	.71	2.08	.76	2.24	.69	2.20	.69	2.18	.70	2.27	.76	1.50	.19	2.11	.72
Fam. Phys.	2.17	1.03	2.54	.96	2.19	.84	2.25	.87	2.07	.75	1.93	.59	2.44	1.13	1.80	1.07	2.27	.67
Fam. Soc.	1.73	.73	1.85	.52	1.82	.50	1.83	.54	1.70	.53	1.79	.63	1.80	.53	1.40	.42	1.67	.39
Fam. Int.	1.75	.68	1.69	.42	1.66	.37	1.67	.43	1.56	.35	1.67	.40	1.87	.64	1.32	.22	1.79	.24
Pers. Act.	1.95	.45	1.97	.33	1.97	.38	2.01	.36	1.85	.34	1.95	.44	2.18	.41	2.07	.36	2.03	.18
Get Job	1.32	.36	1.49	.39	1.47	.47	1.55	.47	1.50	.46	1.53	.41	1.69	.58	1.50	.44	1.24	.39
Keep Job	1.28	.22	1.46	.37	1.54	.40	1.54	.42	1.49	.41	1.58	.59	1.72	.51	1.33	.47	1.32	.38
Leav. Job	1.85	.58	1.89	.70	1.86	.68	1.93	.75	1.96	.71	2.05	.72	1.60	.55	1.94	.83	1.58	.58

TABLE 10

ELS mean scores for subjects categorized by number of adults (N = 462)

	1(N=37)		2(N=319)		3(N=50)		4(N=35)		5(N=7)		6(N=6)		7(N=8)	
Variable	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.
Fam. Fin.	1.96	.49	2.08	.48	2.08	.50	2.06	.44	1.69	.54	2.02	.42	2.28	.69
Fam. House	1.75	.50	1.91	.46	1.88	.41	1.86	.43	1.54	.35	1.76	.51	1.88	.42
Fam. Cloth.	1.78	.57	1.83	.58	1.86	.54	1.84	.47	1.57	.55	1.42	.49	2.09	.50
Fam. Feed	1.88	.51	1.98	.54	2.09	.55	1.99	.64	1.73	.48	1.79	.63	2.05	.33
Fam. Trans.	1.67	.60	2.22	.71	2.14	.68	2.17	.69	1.90	.60	2.39	.85	2.00	.67
Fam. Phys.	2.11	.86	.230	.88	2.37	.89	2.41	.94	1.57	.56	2.17	1.24	2.03	.72
Fam. Soc.	1.67	.58	1.84	.54	1.78	.49	1.77	.49	1.63	.63	1.50	.52	1.75	.37
Fam. Int.	1.55	.50	1.67	.39	1.79	.50	1.59	.44	1.54	.33	1.68	.57	1.72	.24
Pers. Act.	1.93	.38	1.98	.34	1.98	.43	1.93	.33	1.77	.50	1.94	.38	2.11	.25
Get Job	1.34	.40	1.53	.44	1.49	.48	1.45	.40	1.39	.44	1.57	.50	1.32	.43
Keep Job	1.30	.34	1.52	.41	1.46	.49	1.38	.32	1.43	.48	1.41	.34	1.41	.40
Leav. Job	1.75	.50	1.93	.69	1.93	.79	2.04	.84	1.61	.53	1.75	1.07	1.81	.70

TABLE 11

ELS mean scores for subjects categorized by number of children (N = 462).

	None (N-186)		1 (N=97)		2 (N=116)		3 (N=46)		4 (N=14)		5 plus (N=3)	
Variable	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.
Fam. Fin.	2.03	.47	2.04	.50	2.12	.49	2.09	.53	2.12	.40	2.20	.79
Fam. House	1.89	.45	1.81	.46	1.93	.45	1.85	.47	1.88	.54	2.14	.33
Fam. Cloth.	1.86	.58	1.73	.51	1.88	.54	1.76	.54	1.75	.60	2.33	.29
Fam. Feed	1.96	.55	1.97	.54	2.01	.53	1.95	.57	1.93	.56	2.42	.40
Fam. Trans.	2.14	.70	2.10	.77	2.21	.68	2.21	.70	2.19	.79	1.56	.51
Fam. Phys.	2.50	.99	2.19	.84	2.20	.77	1.92	.72	1.94	.60	2.53	1.03
Fam. Soc.	1.85	.53	1.78	.51	1.80	.54	1.73	.55	1.80	.70	1.73	.31
Fam. Int.	1.71	.44	1.66	.43	1.63	.36	1.57	.39	1.72	.48	1.62	.36
Pers. Act.	1.95	.35	2.01	.38	2.01	.35	1.84	.33	2.09	.40	1.96	.24
Get Job	1.49	.40	1.50	.47	1.52	.47	1.44	.43	1.66	.45	1.71	.57
Keep Job	1.44	.36	1.47	.44	1.53	.39	1.44	.41	1.81	.72	1.49	.60
Leav. Job	1.90	.74	1.94	.75	1.93	.67	1.85	.66	2.11	.73	1.67	.58

TABLE 12

ELS mean scores for subjects categorized by dwelling (N = 459).

	Rent house (N=32)		Own house (N=348)		Rent apt. (N=50)		Live relatives (N=17)		Other (N=12)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.16	.40	2.06	.50	1.97	.44	2.21	.46	2.14	.27
Fam. House	1.94	.38	1.89	.46	1.73	.42	2.08	.43	1.97	.48
Fam. Cloth.	1.95	.49	1.82	.56	1.78	.63	1.76	.56	1.98	.63
Fam. Feed	2.11	.45	1.96	.54	1.87	.56	2.15	.62	2.19	.54
Fam. Trans.	2.10	.60	2.19	.72	1.96	.75	2.10	.50	2.11	.69
Fam. Phys.	2.40	.85	2.27	.89	2.17	.92	2.67	1.00	2.27	.82
Fam. Soc.	1.98	.54	1.80	.53	1.79	.56	1.76	.44	1.82	.61
Fam. Int.	1.66	.33	1.67	.43	1.60	.37	1.71	.43	1.74	.41
Pers. Act.	1.90	.28	2.00	.37	1.98	.32	1.93	.28	1.96	.33
Get Job	1.50	.39	1.52	.45	1.35	.38	1.52	.39	1.59	.43
Keep Job	1.50	.38	1.49	.43	1.38	.34	1.38	.34	1.69	.35
Leav. Job	1.77	.38	1.97	.74	1.71	.60	1.76	.70	2.00	.62

TABLE 13

ELS mean scores for subjects categorized by amount of education completed (N = 425).

	El. Sch. (N=18)		H.S. (N=145)		Com. Col. (N=33)		4-yr. Col. (N=122)		Tech./Bus. (N=47)		Other (N=60)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.03	.45	2.08	.47	1.98	.51	2.09	.49	2.14	.50	2.04	.42
Fam. House	1.75	.45	1.85	.44	1.79	.42	1.94	.47	2.00	.48	1.96	.42
Fam. Cloth.	1.69	.55	1.81	.54	1.77	.47	1.83	.60	1.92	.53	1.99	.62
Fam. Feed	1.77	.49	1.91	.49	1.80	.54	2.08	.53	2.05	.55	2.15	.62
Fam. Trans.	1.85	.70	2.09	.70	1.95	.60	2.21	.67	2.45	.77	2.28	.70
Fam. Phys.	1.87	.72	2.16	.87	2.30	.90	2.52	.90	2.32	.85	2.51	.97
Fam. Soc.	1.66	.50	1.81	.50	1.70	.53	1.96	.52	1.95	.62	1.84	.54
Fam. Int.	1.63	.38	1.74	.44	1.56	.44	1.60	.36	1.76	.43	1.70	.39
Pers. Act.	1.97	.27	2.03	.34	1.93	.38	1.95	.36	2.08	.40	1.94	.34
Get Job	1.48	.34	1.52	.43	1.39	.39	1.53	.46	1.60	.49	1.49	.42
Keep Job	1.47	.37	1.44	.39	1.43	.38	1.52	.38	1.56	.49	1.57	.50
Leav. Job	1.60	.68	1.89	.67	1.87	.67	1.94	.70	2.01	.81	2.10	.74

TABLE 14

ELS mean scores for subjects categorized by use of child care (N = 449).

	Yes (N=83)		No (N=366)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.12	.47	2.05	.48
Fam. House	1.91	.46	1.88	.45
Fam. Cloth.	1.85	.54	1.82	.57
Fam. Feed	2.06	.54	1.95	.54
Fam. Trans.	2.16	.74	2.16	.70
Fam. Phys.	1.92	.65	2.37	.92
Fam. Soc.	1.84	.51	1.80	.55
Fam. Int.	1.64	.35	1.67	.43
Pers. Act.	2.04	.33	1.96	.37
Get Job	1.54	.47	1.49	.43
Keep Job	1.50	.40	1.48	.41
Leav. Job	2.01	.68	1.89	.72

TABLE 15

ELS mean scores for subjects categorized by location of child care (N = 85).

	In own home (N=26)		Out of home (N=59)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.17	.56	2.04	.47
Fam. House	1.90	.60	1.83	.37
Fam. Cloth.	1.88	.60	1.79	.50
Fam. Feed	2.14	.56	1.94	.53
Fam. Trans.	2.10	.75	2.11	.75
Fam. Phys.	2.07	.83	1.83	.52
Fam. Soc.	1.72	.54	1.83	.51
Fam. Int.	1.65	.34	1.59	.34
Pers. Act.	2.05	.34	2.00	.33
Get Job	1.59	.55	1.42	.39
Keep Job	1.55	.46	1.44	.36
Leav. Job	2.04	.78	1.91	.61

TABLE 16

ELS mean scores for subjects categorized by self-employed (N = 453).

	Yes (N=61)		No (N=392)	
Variable	$\overline{X}$	S.D.	$\overline{X}$	S.D.
Fam. Fin.	2.11	.48	2.06	.48
Fam. House	1.91	.50	1.89	.45
Fam. Cloth.	1.81	.67	1.83	.55
Fam. Feed	1.95	.62	1.98	.53
Fam. Trans.	2.27	.77	2.14	.70
Fam. Phys.	2.33	.85	2.78	.89
Fam. Soc.	1.89	.62	1.80	.52
Fam. Int.	1.68	.41	1.66	.42
Pers. Act.	1.94	.36	1.98	.36
Get Job	1.48	.39	1.51	.45
Keep Job	1.54	.42	1.48	.41
Leav. Job	2.09	.71	1.89	.70

TABLE 17

ELS mean scores for subjects categorized by reason for working (N = 419).

	Add to household income (N=108)		Provide total income (N=163)		Have personal contacts, etc. (N=40)		Provide for future sec. (N=35)		Other (N=73)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.00	.45	2.10	.51	2.18	.43	2.00	.55	2.03	.46
Fam. House	1.87	.42	1.90	.47	1.96	.43	1.97	.57	1.86	.44
Fam. Cloth.	1.88	.45	1.79	.55	1.96	.70	1.88	.63	1.78	.53
Fam. Feed	1.98	.50	1.97	.56	2.03	.54	1.15	.66	1.93	.57
Fam. Trans.	2.11	.68	2.22	.74	2.33	.71	2.04	.72	2.11	.68
Fam. Phys.	2.24	.90	2.24	.85	2.40	.91	2.42	.89	2.37	.99
Fam. Soc.	1.83	.52	1.88	.56	1.75	.55	1.86	.58	1.63	.43
Fam. Int.	1.70	.42	1.66	.45	1.71	.32	1.74	.52	1.59	.34
Pers. Act.	2.01	.39	1.96	.36	1.94	.30	1.99	.35	1.93	.35
Get Job	1.50	.44	1.47	.40	1.54	.42	1.54	.45	1.47	.45
Keep Job	1.46	.37	1.51	.44	1.46	.34	1.52	.44	1.41	.36
Leav. Job	1.86	.70	1.90	.58	2.11	.75	1.86	.75	1.84	.83

TABLE 18

ELS mean scores for subjects categorized by occupation (N = 447).

Variable	1(N=104)		2(N=35)		3(N=36)		4(N=122)		5(N=33)		6(N=18)		7(N=13)		8(N=48)		9(N=6)		10(N=32)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.05	.50	2.10	.55	2.16	.49	2.09	.44	2.11	.56	1.99	.38	2.19	.53	2.02	.46	1.69	.29	2.01	.51
Fam. House	1.89	.47	1.98	.45	1.94	.38	1.93	.43	2.04	.54	1.79	.41	1.93	.47	1.76	.47	1.51	.37	1.76	.43
Fam. Cloth.	1.81	.61	1.94	.45	1.99	.50	1.82	.57	1.88	.73	1.72	.48	1.77	.67	1.78	.49	2.04	.25	1.71	.53
Fam. Feed	2.04	.56	2.06	.59	2.10	.50	1.96	.54	1.97	.65	2.01	.47	2.00	.51	1.85	.50	1.88	.50	1.85	.50
Fam. Trans.	2.21	.69	2.18	.60	2.34	.67	2.16	.73	2.46	.81	2.04	.64	2.28	.77	1.91	.70	1.78	.50	2.04	.61
Fam. Phys.	2.30	.91	2.46	.79	2.31	.87	2.50	.96	2.12	.72	1.89	.57	2.06	.68	2.09	.85	1.37	.43	2.31	.85
Fam. Soc.	1.76	.50	1.84	.49	1.84	.48	1.88	.52	1.97	.58	1.78	.43	1.89	.62	1.71	.64	1.73	.56	1.64	.56
Fam. Int.	1.58	.37	1.62	.36	1.77	.46	1.74	.43	1.67	.39	1.63	.38	1.66	.29	1.63	.53	1.63	.35	1.67	.42
Pers. Act.	1.89	.35	1.92	.36	2.06	.48	2.05	.32	2.03	.35	1.97	.34	1.98	.31	1.91	.39	2.11	.31	1.92	.38
Get Job	1.50	.44	1.42	.35	1.53	.51	1.49	.44	1.48	.39	1.67	.50	1.57	.37	1.38	.38	1.57	.44	1.73	.54
Keep Job	1.57	.47	1.43	.36	1.52	.46	1.42	.37	1.57	.35	1.48	.39	1.51	.29	1.51	.35	2.33	.35	1.65	.49
Leav. Job	1.92	.69	2.04	.77	2.21	.76	1.91	.70	1.80	.62	1.92	.60	1.65	.47	1.74	.70	1.54	.60	2.16	.83

TABLE 19

ELS mean scores for subjects categorized by income (N = 430).

	less than $3,000 (N=53)		$3,001-$6,000 (N=76)		$6,001-$10,000 (N=121)		$10,001-$14,000 (N=68)		$14,001-$18,000 (N=50)		$18,001-or more (N=62)	
Variable	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Fam. Fin.	2.07	.49	2.04	.44	2.06	.48	2.01	.51	2.08	.51	2.17	.49
Fam. House	1.83	.48	1.80	.45	1.89	.45	1.88	.47	1.97	.45	1.99	.43
Fam. Cloth.	1.83	.60	1.83	.55	1.83	.53	1.85	.57	1.68	.57	1.96	.63
Fam. Feed	1.94	.59	1.91	.53	1.94	.49	1.98	.52	1.92	.58	2.19	.56
Fam. Trans.	2.00	.70	1.95	.58	2.13	.73	2.05	.72	2.50	.75	2.41	.68
Fam. Phys.	2.08	.86	2.31	.95	2.38	.96	2.31	.94	2.25	.80	2.26	.70
Fam. Soc.	1.69	.52	1.76	.52	1.84	.52	1.75	.53	1.92	.60	1.95	.49
Fam. Int.	1.62	.37	1.61	.44	1.74	.46	1.61	.42	1.69	.40	1.65	.35
Pers. Act.	1.95	.31	1.92	.37	2.02	.35	1.99	.35	1.96	.40	1.94	.38
Get Job	1.54	.44	1.45	.46	1.46	.41	1.45	.43	1.52	.39	1.52	.44
Keep Job	1.50	.38	1.39	.39	1.40	.36	1.44	.41	1.60	.50	1.60	.38

APPENDIX E

Final Essential Living Skills Instrument

5-ID^{II} △

PERSONAL INFORMATION

INTRODUCTION

The Arizona Department of Education, Division of Career and Vocational Education, Home Economics Education, has funded a project to identify what has been termed as "essential living skills" or minimum competencies which are common to a woman's multiple role of being an individual, a family member and employed person. The results will be important in helping to plan vocational education in the schools. We need your ideas.

1:7-8 What is the name of the county where you live?

☐ Apache
☐ Cochise
☐ Coconino
☐ Gila
☐ Graham
☐ Greenlee
☐ Maricopa
☐ Mohave
☐ Navajo
☐ Pima
☐ Pinal
☐ Santa Cruz
☐ Yavapai
☐ Yuma

1:9 What is your sex?

☐ Male
☐ Female

1:10 What is your age?

☐ 13 - 18
☐ 19 - 30
☐ 31 - 50
☐ 51 - 60
☐ 61 or over

1:11 What is your marital status?

☐ Never married
☐ Married
☐ Have been married (widowed, divorced, separated)

1:12 If married, how many years did you work prior to marriage?

☐ Less than 1
☐ 1 - 5
☐ 6 - 10
☐ 11 - 15
☐ 16 or more

1:13 If married, what is the total number of years you worked while married?

☐ Less than 1
☐ 1 - 5
☐ 6 - 10
☐ 11 - 15
☐ 16 or more

1:14 If never married, how many years have you worked?

☐ Less than 1
☐ 1 - 5
☐ 6 - 10
☐ 11 - 15
☐ 16 or more

△

1:15 Which of the following describes your usual place of living?
- ☐ Rent house/townhouse/mobile home
- ☐ Own house/townhouse/mobile home
- ☐ Rent apartment
- ☐ Live with relatives
- ☐ Other (explain) ______________________________

1:16 What is your family's yearly income?
- ☐ Less than $3,000
- ☐ $3,001 to $6,000
- ☐ $6,001 to $10,000
- ☐ $10,001 to $14,000
- ☐ $14,001 to $18,000
- ☐ $18,001 to $25,000
- ☐ $25,001 or more

1:17 What is your personal yearly income?
- ☐ Less than $3,000
- ☐ $3,001 to $6,000
- ☐ $6,001 to $10,000
- ☐ $10,001 to $14,000
- ☐ $14,001 to $18,000
- ☐ $18,001 to $25,000
- ☐ $25,001 or more

1:18
1:19
1:20
1:21
1:22
1:23
1:24

List the approximated age of each person in your immediate household (including yourself, other adults, and children).

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

1:25-26 What is your level of schooling?

	Attended but Not Completed	Completed
Elementary School (grades K - 6)	☐	☐
High School (grades 9 - 12)	☐	☐
Community College (grades 13 - 14)	☐	☐
Four year College/University (grades 13 - 16)	☐	☐
Graduate School	☐	☐
Technical, business training	☐	☐
Other (explain) ______________________	☐	☐

1:27-28 What is your Occupation? ______________________________________

Note: Persons voluntarily responding should understand that this questionnaire is not an official statement on any question or issue by Arizona State University.

△

ESSENTIAL LIVING SKILLS

DIRECTIONS: For each of the following items, please indicate your opinion as to the item's importance for a woman to do as a family member, as an individual and as an employed person. An item may be checked (X) for all three areas or for one or two; in a few cases, the item may not apply.

EXAMPLE:

	Family Member	Individual	Employed Person	Not Applicable
Applying for a loan.	☒	☒	☐	☐

Boxes marked as those above would show that you feel applying for a loan is important for a woman to do as a family member and as an individual.

AT THE PRESENT, THIS IS HOW I FEEL ABOUT:	Family Member	Individual	Employed Person	Not Applicable
1:36 Planning for distribution of property and money at the death of a family member.	☐	☐	☐	☐
1:37 Getting legal titles (such as property, auto).	☐	☐	☐	☐
1:38 Keeping job skills up to date.	☐	☐	☐	☐
1:39 Planning meals (such as special needs, diets, nutrition)	☐	☐	☐	☐
1:40 Buying a car	☐	☐	☐	☐
1:41 Accepting lines of authority	☐	☐	☐	☐
1:42 Listening to the radio	☐	☐	☐	☐
1:43 Keeping records of money spent	☐	☐	☐	☐
1:44 Caring for children (such as feeding, dressing, bathing)	☐	☐	☐	☐
1:45 Applying for temporary leave (such as sabbatical, sick leave, leave without pay)	☐	☐	☐	☐
1:46 Maintaining a car (such as gas, oil, tire care). . . .	☐	☐	☐	☐
1:47 Maintaining health, grooming, personal hygiene	☐	☐	☐	☐
1:48 Judging information given by others (such as salespersons, relatives, radio, TV, newspapers). . . .	☐	☐	☐	☐
1:49 Getting along with others (such as boss, co-workers, public).	☐	☐	☐	☐
1:50 Cleaning the home.	☐	☐	☐	☐

△

		Family Member	Individual	Employed Person	Not Applicable
1:51	Supervising hired help	☐	☐	☐	☐
1:52	Storing food — putting food in the right place	☐	☐	☐	☐
1:53	Growing food	☐	☐	☐	☐
1:54	Understanding advertising and its effect on the family as buyers	☐	☐	☐	☐
1:55	Sharing responsibilities	☐	☐	☐	☐
1:56	Caring for the elderly	☐	☐	☐	☐
1:57	Reading for information.	☐	☐	☐	☐
1:58	Arranging for public utility services (such as gas, water, fire protection).	☐	☐	☐	☐
1:59	Using a financial advisor.	☐	☐	☐	☐
1:60	Making time for eating enjoyment	☐	☐	☐	☐
1:61	Keeping up to date on new information.	☐	☐	☐	☐
1:62	Getting along with relatives	☐	☐	☐	☐
1:63	Caring for clothes (such as washing, dry cleaning, mending, storage, ironing)	☐	☐	☐	☐
1:64	Getting along within the family.	☐	☐	☐	☐
1:65	Protecting health of self (such as regular medical check-ups)	☐	☐	☐	☐
1:66	Attending concerts, plays.	☐	☐	☐	☐
1:67	Planning for spending of money	☐	☐	☐	☐
1:68	Using a checking account	☐	☐	☐	☐
1:69	Working independently.	☐	☐	☐	☐
1:70	Making the home comfortable.	☐	☐	☐	☐
1:71	Protecting self from physical danger	☐	☐	☐	☐
1:72	Using the social security services (such as getting a card, applying for benefits)	☐	☐	☐	☐
2:7	Selecting and buying food.	☐	☐	☐	☐
2:8	Reading for pleasure	☐	☐	☐	☐
2:9	Taking care of outside of house (such as painting, washing windows, yard)	☐	☐	☐	☐

△

		Family Member	Individual	Employed Person	Not Applicable
2:10	Visiting with friends, relatives and others	☐	☐	☐	☐
2:11	Using a money order, cashier's check	☐	☐	☐	☐
2:12	Making or fixing clothes	☐	☐	☐	☐
2:13	Exchanging ideas with others	☐	☐	☐	☐
2:14	Making the home attractive	☐	☐	☐	☐
2:15	Caring for a sick person in the home	☐	☐	☐	☐
2:16	Paying bills	☐	☐	☐	☐
2:17	Getting insurance (such as life, health, auto, house, liability)	☐	☐	☐	☐
2:18	Providing for substitute care (such as babysitting, day care, private nurse, housekeeping, nursing home)	☐	☐	☐	☐
2:19	Serving food	☐	☐	☐	☐
2:20	Getting housing	☐	☐	☐	☐
2:21	Using public assistance (such as using employment service, public welfare, food stamps)	☐	☐	☐	☐
2:22	Setting goals for family with other members	☐	☐	☐	☐
2:23	Getting involved in political activities	☐	☐	☐	☐
2:24	Getting ready for retirement	☐	☐	☐	☐
2:25	Following safety rules	☐	☐	☐	☐
2:26	Using basic arithmetic skills	☐	☐	☐	☐
2:27	Locating a job, using application forms, preparing a personal employment history, interviewing	☐	☐	☐	☐
2:28	Using basic writing skills	☐	☐	☐	☐
2:29	Meeting required appearance standards	☐	☐	☐	☐
2:30	Selecting someone to live with (such as a roommate, spouse)	☐	☐	☐	☐
2:31	Using basic speaking skills	☐	☐	☐	☐
2:32	Doing extra work when needed	☐	☐	☐	☐
2:33	Leaving a job (such as giving notice, requesting recommendations, knowing rights upon discharge)	☐	☐	☐	☐

△

		Family Member	Individual	Employed Person	Not Applicable
2:34	Doing minor household repairs (such as faucets, painting, papering)	☐	☐	☐	☐
2:35	Preparing food	☐	☐	☐	☐
2:36	Getting household furnishings and equipment	☐	☐	☐	☐
2:37	Listening to and following directions	☐	☐	☐	☐
2:38	Cleaning up after a meal	☐	☐	☐	☐
2:39	Being able to sleep when needed	☐	☐	☐	☐
2:40	Planning for clothing needs	☐	☐	☐	☐
2:41	Making close friends	☐	☐	☐	☐
2:42	Canning/freezing/drying food	☐	☐	☐	☐
2:43	Accepting responsibility	☐	☐	☐	☐
2:44	Directing other family members	☐	☐	☐	☐
2:45	Having a family	☐	☐	☐	☐
2:46	Applying for unemployment compensation and benefits	☐	☐	☐	☐
2:47	Working under pressure	☐	☐	☐	☐
2:48	Meeting time schedules, arranging for vacations	☐	☐	☐	☐
2:49	Planning and organizing so work gets done	☐	☐	☐	☐
2:50	Preparing for job mobility or other job opportunities	☐	☐	☐	☐
2:51	Continuing education	☐	☐	☐	☐
2:52	Selecting and buying clothing	☐	☐	☐	☐
2:53	Watching TV	☐	☐	☐	☐
2:54	Doing both job and home responsibilities	☐	☐	☐	☐
2:55	Getting along with neighbors	☐	☐	☐	☐
2:56	Following working rules and company policy	☐	☐	☐	☐

APPENDIX F

Contact Letter To Businesses

ARIZONA STATE
UNIVERSITY
TEMPE, ARIZONA 85281
DEPARTMENT OF HOME ECONOMICS

The Arizona Department of Education, Division of Career and Vocational Education, Home Economics Education, has funded a project to identify what has been termed as "essential living skills" or minimum competencies which are common to a woman's multiple roles of being an individual, a family member and employed person. The results will be important in helping to plan vocational education in the secondary schools. We need the ideas of people in your area of employment.

This year we have concentrated on Phases I and II of our study which involved identifying the "essential living" skills through a field test questionnaire. In the fall we will move into Phase III, which encompasses the main study and involves a sample of 3,500-5,000 female and male subjects from most occupations throughout Arizona. Phase IV, the last part of the study, will be the dissemination of the findings to those involved in occupationally oriented educational programs.

We are contacting you now in the hopes that you may be willing to participate in the study early next fall by allowing us to administer our questionnaire to some of the individuals you employ. All responses will be treated anonymously. The questionnaire takes about 10-15 minutes to complete. We will be guided by your convenience in establishing the time for collecting the information. Funds are available for us to make a contribution to your organization when we receive an 80% return of the questionnaire from the subjects you provide.

Thank you for your consideration of our project. Our office will contact you by telephone in the next two weeks in hopes of setting up an appointment during which we can furthur explain the project. We look forward to the possibility of working with you.

Sincerely,

Elizabeth Monts
Project Director

Margaret Barkley
Assistant Project Director

APPENDIX G

Operational Definitions For Open-Ended Questions

OPERATIONAL DEFINITIONS

01 Leisure:
free time, hobbies, personal pleasure, recreation, relaxation, time for renewal by change of activity

02 Communication:
basic skills of reading, writing, talking, filling out forms, writing letters, listening

03 Interpersonal:
relationship with others, involves other individuals-peers, supervisors, supervisees, characteristic dependent on an interaction: empathy, getting along with others, understanding, respect, compatable, consideration, tolerance, love, cooperation, sex, caring, sharing, helpful, compassion, thoughtfulness, treat others equally, appreciation, affection, kindness, diplomatic-tactful, human relations, friends, leadership, instruction of others, working with others, involvement with others, working conditions

04 Education:
self improvement-attending school, improving skills, improving oneself, learning, nurturing intellectual capabilities

05 Physical Appearance-Health-Hygiene:
grooming, attractiveness, safety, cleanliness, non smoking, non drinking

06 Finance:
budgeting-income, buying, insurance

07 Religion:
spirituality

08 Skills Not Job Related:

09 Employment:
good worker, takes direction, sincerity in job, cleans up after slef, pride, willing to do extra

10 Self Worth:
self-concept, self-actualization, self-direction, self-motivated, belief in self, goal, self-importance

11 Decision Making:
organization

12 Personal:

characteristics of individual: good manners, sense of humor, controlling emotions, honesty, integrity, ambition, accept criticism, dependable, sensitive, humility, responsibility, flexible, trust, courtesy, promptness, congenial, happiness, character/morals, pride, patience, reliability, common sense, adaptability, unselfish, open-mindedness, efficient, intelligent, think, creativity, enthusiasm, optimism/acceptance, fairness/compassion, independence/determination, aggresive-assertive, dedication/persistance, motivator, discipline, confidence, awareness-concern, sincere, competent-capable, good personality, consistent, courage, charitable

13 Community Involvement:

14 Separation Of Home And Work:

APPENDIX H

Abbreviated Items From ELS Questionnaire

Respondents Categorized By Demographic Data

Tables 23-42,44

Abbreviated items from ELS Questionnaire

1:36	Plan for distr. of prop.
1:37	Get leg. titles
1:38	Keep job skills
1:39	Plan meals
1:40	Buy car
1:41	Accept author.
1:42	Listen to radio
1:43	Keep records
1:44	Care for child.
1:45	Apply for temp. leave
1:46	Maintain car
1:47	Maintain health
1:48	Judge info.
1:49	Get along with others
1:50	Clean home
1:51	Supervis. help
1:52	Store food
1:53	Grow food
1:54	Understand advertis.
1:55	Share respon.
1:56	Care for elderly
1:57	Read for info.
1:58	Arrange for pub. util.
1:59	Use finan. advis.
1:60	Time for eat.
1:61	Keep up on new info.
1:62	Get along with rel.
1:63	Care for clothes
1:64	Get along with family
1:65	Protect health of self
1:66	Attend. concerts
1:67	Plan for spend. money
1:68	Use a check. acct.
1:69	Work independ.
1:70	Make home comfort.
1:71	Protect self
1:72	Use soc. sec. services
2:7	Select & buy food
2:8	Read for pleas.
2:9	Care outs. house
2:10	Visit with friends
2:11	Use money order
2:12	Make or fix clothes
2:13	Exchang. ideas
2:14	Make home attract.
2:15	Care for sick
2:16	Pay bills
2:17	Get insur.
2:18	Provid. subs. care
2:19	Serve food
2:20	Get hous.
2:21	Use pub. assis.
2:22	Set goals
2:23	Get invol. pol. activ.
2:24	Get ready for retir.
2:25	Follow safety rul.
2:26	Use arith. skills
2:27	Locate job
2:28	Use writ. skills
2:29	Meet requir. standards
2:30	Select one to live with
2:31	Use speak. skills
2:32	Do extra work
2:33	Leave job
2:34	Do house repairs
2:35	Prepare food
2:36	Get house furn.
2:37	Listen to & fol. dir.
2:38	Clean up aft. meal
2:39	Be able to sleep
2:40	Plan cloth. need
2:41	Make friends
2:42	Can/freeze/dry food
2:43	Accept. respon.
2:44	Direct fam. memb.
2:45	Have family
2:46	Apply for unempl. comp.
2:47	Work und. press.
2:48	Meet time sched.
2:49	Plan & org.
2:50	Prepare for job mob.
2:51	Contin. educ.
2:52	Select & buy cloth.
2:53	Watch TV
2:54	Do job & home respon.
2:55	Get along with neigh.
2:56	Follow work rul.

Table 23 ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of The Respondents

ROLES

Item (ELS)	Family				Individual				Employee			
	FF[1]	FM[2]	MF[3]	MM[4]	FF[1]	FM[2]	MF[3]	MM[4]	FF[1]	FM[2]	MF[3]	MM[4]
1:36-Plan for distr. of prop.[5]	+[6]	+	+	+	+	+	+	+	-[7]	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	-	-	-	-
1:38-Keep job skills	-	-	-	-	+	+	+	+	+	+	+	+
1:39-Plan meals	+	-	+	-	+	-	+	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	-	-	-	-
1:41-Accept author.	-	+	+	-	+	+	+	+	+	-	-	-
1:42-Listen to radio	-	-	-	-	+	+	+	+	-	-	-	-
1:43-Keep records	-	+	+	+	+	+	+	+	-	-	-	-
1:44-Care for child.	+	+	+	+	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	+	+	-	-
1:46-Maintain car	+	+	-	-	+	+	+	+	-	-	-	-
1:47-Maintain health	-	+	+	+	+	+	+	+	-	-	-	-
1:48-Judge info.	-	-	+	-	+	+	+	+	-	-	-	-
1:49-Get along with others	-	-	-	-	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	+	+	+
1:52-Store food	+	+	+	+	+	-	+	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	-	-	-	-
1:56-Care for elderly	-	+	+	+	-	+	+	-	-	-	-	-
1:57-Read for info.	-	-	+	-	+	+	+	+	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	-	-	-	-
1:59-Use finan. advis.	-	+	-	-	-	-	+	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	+	+	+	-	-	-	-
1:61-Keep up on new info.	-	-	+	-	+	+	+	+	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	-	-	-	-

(Cont.)

Table 23 ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of The Respondents

ROLES

Item (ELS)	Family				Individual				Employee			
	FF	FM	MF	MM	FF	FM	MF	MM	FF	FM	MF	MM
1:64-Get along with family	+	+	+	+	+	+	+	+	-	-	-	-
1:65-Protect health of self	-	+	+	+	+	+	+	+	-	-	-	-
1:66-Attend. concerts	-	-	-	-	+	+	+	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	-	-	-	-
1:69-Work independ.	-	-	-	-	+	+	+	+	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	-	-	-	-
1:71-Protect self	-	+	+	-	+	+	+	+	-	-	-	-
1:72-Use soc. sec. services	-	-	+	-	+	+	+	+	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	+	+	+	+	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	-	-	-	-
2:11-Use money order	-	-	-	-	+	+	+	+	-	-	-	-
2:12-Make or fix clothes	-	-	+	-	+	-	+	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	-	-	-	-
2:15-Care for sick	+	+	+	+	+	-	+	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	-	-	-	-
2:18-Provid. subs. care	-	+	+	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	-	+	-	+	-	+	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	+	+	+	+	-	-	-	-
2:24-Get ready for retir.	-	+	+	+	+	+	+	+	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	-	-	-	-

(Cont.)

Table 23 ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of The Respondents

ROLES

Item (ELS)	Family				Individual				Employee			
	FF	FM	MF	MM	FF	FM	MF	MM	FF	FM	MF	MM
2:26-Use arith. skills	-	-	+	-	+	+	+	+	+	-	-	+
2:27-Locate job	-	-	-	-	+	+	+	+	-	-	-	-
2:28-Use writ. skills	-	-	-	-	+	+	+	+	+	-	-	-
2:29-Meet requir. standards	-	-	+	-	+	+	+	+	+	+	-	+
2:30-Select one to live with	-	-	-	-	+	+	+	+	-	-	-	-
2:31-Use speak. skills	-	-	-	-	+	+	+	+	+	+	-	-
2:32-Do extra work	+	+	+	-	+	+	+	+	+	+	-	+
2:33-Leav. job	-	-	-	-	+	+	+	+	+	+	+	+
2:34-Do house repairs	+	+	+	+	+	+	+	+	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	-	-	-	-
2:37-Listen to & fol. dir.	-	-	+	-	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	-	-	-	-
2:39-Be able to sleep	-	-	-	-	+	+	+	+	-	-	-	-
2:40-Plan cloth. need	-	-	-	-	+	+	+	+	-	-	-	-
2:41-Make friends	-	-	-	-	+	+	+	+	-	-	-	-
2:42-Can/freeze/dry food	-	-	+	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	-	+
2:44-Direct fam. memb.	+	+	+	+	+	-	+	+	-	-	-	-
2:45-Have family	+	+	+	+	+	+	+	+	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	+	+	-	-	-	-	-
2:47-Work under press.	-	-	-	-	+	+	+	+	+	+	+	+
2:48-Meet tim. sched.	+	+	+	+	+	+	+	+	+	+	-	+
2:49-Plan & org.	+	+	-	+	+	+	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	+	+	+	+	+	+	-	-
2:51-Contin. educ.	-	-	-	-	+	+	+	+	-	-	-	-
2:52-Select & buy cloth.	-	-	+	-	+	+	+	+	-	-	-	-
2:53-Watch TV	-	-	-	-	+	+	+	+	-	-	-	-

(Cont.)

Table 23 ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of The Respondents

ROLES

Item (ELS)	Family				Individual				Employee			
	FF	FM	MF	MM	FF	FM	MF	MM	FF	FM	MF	MM
2:54-Do job & hom. respon.	+	+	+	+	+	+	+	+	+	+	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	-	-	-	-
2:56-Follow work rul.	-	-	-	-	+	+	+	+	+	+	+	+

[1]FF - Females responding as to the importance of ELS for females
[2]FM - Females responding as to the importance of ELS for males
[3]MF - Males responding as to the importance of ELS for females
[4]MM - Males responding as to the importance of ELS for males
[5] - Abbreviated items. These are used throughout the paper.
[6]+ - Indicates that 60 percent or more of the respondents checked this item as being important
[7]- - Indicates that less than 60 percent of the respondents checked this item as being important

Table _24__ ELS For Three Major Roles As Indicated By 60% Or More Of The Respondents When Grouped By County Of Residence

ROLES

Item (ELS)	Family												
	1	2	3	4	6	7	8	9	10	11	12	13	14
1:66-Attend. concerts	-	-	-	-	-	-	+	-	-	-	-	-	-
1:67-Plan for spend. money	-	+	+	+	+	+	+	+	+	+	-	+	+
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	-	+	+
1:69-Work independ.	-	-	-	-	-	-	-	-	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	+	+
1:71-Protect self	-	-	-	-	-	-	+	-	+	-	-	+	-
1:72-Use soc. sec. services	-	-	-	-	-	-	+	-	+	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	+
2:8 -Read for pleas.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	+	+
2:11-Use money order	-	-	-	-	-	-	-	-	-	-	-	-	-
2:12-Make or fix clothes	+	-	-	-	-	-	+	-	+	-	+	-	-
2:13-Exchang. ideas	-	-	+	-	-	-	-	+	+	+	-	+	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+
2:15-Care for sick	+	-	+	+	+	+	+	+	+	+	+	+	+
2:16-Pay bills	-	+	+	+	+	+	+	+	+	+	-	+	+
2:17-Get insur.	+	+	+	+	-	+	+	+	+	+	+	+	+
2:18-Provid. subs. care	-	-	+	-	+	+	+	+	+	-	+	-	+
2:19-Serve food	+	+	+	+	+	+	+	+	+	-	+	+	+
2:20-Get hous.	-	+	+	+	-	+	+	+	+	+	+	+	+
2:21-Use pub. assis.	-	-	-	-	-	-	+	-	+	-	+	-	-
2:22-Set goals	+	+	+	+	+	+	+	+	+	+	+	+	+
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:24-Get ready for retir.	-	+	+	+	-	+	-	+	+	+	-	+	+
2:25-Follow safety rul.	-	-	+	+	-	+	-	+	+	-	+	+	+
2:26-Use arith. skills	-	-	-	-	-	-	-	-	+	-	+	+	-
2:27-Locate job	-	-	-	-	-	-	-	-	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	-	-	-	-	-	+	-	-
2:29-Meet requir. standards	-	-	-	-	-	-	-	-	+	-	+	+	-
2:30-Select one to live with	-	-	-	-	-	-	-	-	-	-	+	-	-

Item (ELS)	Individual												
	1	2	3	4	6	7	8	9	10	11	12	13	14
1:66-Attend. concerts	+	-	+	+	-	+	+	+	+	+	+	+	+
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	+	+	+
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	+	+	+
1:69-Work independ.	+	+	+	+	+	+	+	+	+	+	+	+	+
1:70-Make home comfort.	+	+	+	+	+	+	+	+	-	+	+	+	+
1:71-Protect self	+	+	+	+	+	+	+	+	+	+	+	+	+
1:72-Use soc. sec. services	+	+	+	+	+	+	+	+	+	+	+	+	+
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	-	+	+	+
2:8 -Read for pleas.	+	+	+	+	+	+	+	+	+	+	+	+	+
2:9 -Care outs. house	+	+	+	+	+	+	-	+	+	+	+	+	+
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+
2:11-Use money order	+	+	+	+	+	+	+	+	+	+	+	+	+
2:12-Make or fix clothes	-	-	+	+	+	+	+	+	+	-	+	+	+
2:13-Exchang. ideas	-	-	+	-	-	-	-	+	+	+	-	+	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	-	+	+
2:15-Care for sick	-	+	+	+	-	+	+	+	-	-	+	-	+
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+
2:18-Provid. subs. care	+	-	-	-	-	-	+	+	-	-	-	-	-
2:19-Serve food	-	-	+	-	-	-	-	+	+	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	-	+	-	+	-	+	+
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	+	-	+	-	-
2:22-Set goals	+	-	-	+	-	-	-	+	-	-	+	-	-
2:23-Get invol. pol. activ.	+	+	+	+	+	+	+	+	+	+	-	+	+
2:24-Get ready for retir.	+	+	+	+	+	+	+	+	+	+	-	+	+
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	+	+	+
2:26-Use arith. skills	+	+	+	+	+	+	+	+	+	+	+	+	+
2:27-Locate job	+	+	+	+	+	+	+	+	+	+	+	+	+
2:28-Use writ. skills	+	+	+	+	+	+	+	+	+	+	+	+	+
2:29-Meet requir. standards	+	+	+	+	+	+	+	+	+	+	+	+	+
2:30-Select one to live with	+	+	+	+	+	+	+	+	+	+	+	+	+

(Cont.)

Item (ELS)	Employee												
	1	2	3	4	6	7	8	9	10	11	12	13	14
1:66-Attend. concerts	-	-	-	-	-	-	-	-	-	-	-	-	-
1:67-Plan for spend. money	-	-	-	-	-	-	-	-	-	-	-	-	-
1:68-Use a check. acct.	-	-	-	-	-	-	-	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	-	+	-	-	-	+	-
1:70-Make home comfort.	-	-	-	-	-	-	-	-	-	-	-	-	-
1:71-Protect self	-	-	-	-	-	-	-	-	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	-	-	+	-	-	+	-	-
2:7 -Select & buy food	-	-	-	-	-	-	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:9 -Care outs. house	-	-	-	-	-	-	-	-	-	-	-	-	-
2:10-Visit with friends	-	-	-	-	-	-	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	-	-	-	-	-	-	-	-
2:13-Exchang. ideas	-	-	-	-	-	-	-	-	+	-	-	-	-
2:14-Make home attract.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:15-Care for sick	-	-	-	-	-	-	-	-	-	-	-	-	-
2:16-Pay bills	-	-	-	-	-	-	-	-	-	-	-	-	-
2:17-Get insur.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:18-Provid. subs. care	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	-	-	-	-	-	-	-	-	-	-	-	-	-
2:20-Get hous.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	-	-	-	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	-	-	-	-	-	-
2:24-Get ready for retir.	-	-	-	-	-	-	-	-	-	-	+	-	-
2:25-Follow safety rul.	-	-	-	+	-	-	-	+	+	-	+	+	-
2:26-Use arith. skills	-	+	+	+	-	+	-	+	+	+	+	+	+
2:27-Locate job	-	-	-	-	-	-	-	+	+	-	-	+	-
2:28-Use writ. skills	-	-	+	+	-	-	-	+	+	-	+	+	+
2:29-Meet requir. standards	+	-	+	+	-	+	-	+	+	-	+	+	+
2:30-Select one to live with	-	-	-	-	-	-	-	-	-	-	-	-	-

(Cont.)

Table 24 ELS For Three Major Roles As Indicated By 60% Or More Of The Respondents When Grouped By County Of Residence

ROLES

Item (ELS)	Family													Individual													Employee												
	1	2	3	4	6	7	8	9	10	11	12	13	14	1	2	3	4	6	7	8	9	10	11	12	13	14	1	2	3	4	6	7	8	9	10	11	12	13	14
2:31-Use speak. skills	-	-	-	-	-	-	-	-	+	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	-	+	+	-	+	+	+
2:32-Do extra work	-	-	+	-	-	+	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+	+	+	+
2:33-Leav. job	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	+	-	+	+	-	+	+	+
2:34-Do house repairs	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	+	-	+	-	+	-	-	+	-	+	+	+	+	+	+	-	+	+	+	-	+	+	-	-	+	+	-	+	-	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	-	-	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:40-Plan cloth. need	-	-	-	+	+	+	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	-	-	-	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	+	+	+	-	+	-	-	+	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	+	-	+	+	+	-	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	+	+	+	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:45-Have family	-	+	+	-	+	+	-	+	-	+	+	+	+	+	+	+	+	-	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	+	-	-	-	-	-	-	-	+	-	-	+	-	-
2:47-Work under press.	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+
2:48-Meet tim. sched.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	+	-	+	+	-	+	+	+
2:49-Plan & org.	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	+	+	+	-	+	-	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	-	-	+	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	+	+	-	+	-	+	+	-	+	+	+
2:51-Contin. educ.	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+	+	-	-	+	-
2:52-Select & buy cloth.	+	-	-	-	+	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:54-Do job & hom. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	-	+	-	+	-	-	+	+	+
2:55-Get along with neigh.	-	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	-	+	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+

Table 24 ELS For Three Major Roles As Indicated By 60% Or More Of The Respondents When Grouped By County Of Residence

ROLES

Item (ELS)	Family													Individual													Employee												
	1	2	3	4	6	7	8	9	10	11	12	13	14	1	2	3	4	6	7	8	9	10	11	12	13	14	1	2	3	4	6	7	8	9	10	11	12	13	14
1:36-Plan for distr. of prop.	+	+	+	+	+	+	-	+	+	+	-	+	+	-	+	+	+	-	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	-	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:38-Keep job skills	+	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+	-	+	-	+	+	+	-	+	+
1:39-Plan meals	-	-	+	+	+	+	+	+	+	-	-	+	+	-	-	+	+	+	+	+	+	+	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:41-Accept author.	-	-	-	+	-	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	-	+	+	+	-	+	-
1:42-Listen to radio	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	+	-	-	-	-	-
1:44-Care for child.	-	-	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	+	+	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	+	-	-	-	-	-	-	+	-	-	-	-	-	+	+	+	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	+
1:46-Maintain car	-	+	-	+	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:47-Maintain health	+	-	+	-	+	+	-	-	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	+	-	-	+	-
1:48-Judge info.	-	-	-	-	-	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	+	-
1:49-Get along with others	-	-	-	-	-	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
1:50-Clean home	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	+	-	+	+	-	+	+	-	+	-	-
1:52-Store food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:53-Grow food	+	-	-	-	-	-	+	+	-	+	+	-	-	+	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	+	-	+	+	-
1:56-Care for elderly	+	-	+	+	+	+	+	+	+	+	-	+	+	+	-	+	+	+	-	+	-	+	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	-	-	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	+	-
1:58-Arrange for pub. util.	-	+	+	+	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	+	+	+	-	+	-	-	-	+	-	-	-	-	+	+	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	-	+	-	-	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:61-Keep up on new info.	+	-	-	-	-	-	-	-	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+	+	-	-	+	-
1:62-Get along with rel.	+	+	+	+	+	+	-	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:63-Care for clothes	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	+	-	-
1:65-Protect health of self	-	-	+	-	-	+	-	-	+	+	-	-	+	+	+	+	+	+	+	-	+	+	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-

(Cont.)

(Cont.)

Table 25 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Sex

Item (ELS)	Family		Individual		Employee	
	M^1	F^2	M^1	F^2	M^1	F^2
1:36-Plan for distr. of prop.	+	+	+	+	-	-
1:37-Get leg. titles	+	+	+	+	-	-
1:38-Keep job skills	-	-	+	+	+	+
1:39-Plan meals	+	+	-	+	-	-
1:40-Buy car	+	+	+	+	-	-
1:41-Accept author.	+	-	+	+	-	+
1:42-Listen to radio	-	-	+	+	-	-
1:43-Keep records	+	+	+	+	-	-
1:44-Care for child.	+	+	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	+
1:46-Maintain car	-	+	+	+	-	-
1:47-Maintain health	+	-	+	+	-	-
1:48-Judge info.	-	-	+	+	-	-
1:49-Get along with others	-	-	+	+	+	+
1:50-Clean home	+	+	+	+	-	-
1:51-Supervis. help	-	-	-	-	+	-
1:52-Store food	+	+	-	+	-	-
1:53-Grow food	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	-	-
1:55-Share respon.	+	+	+	+	-	-
1:56-Care for elderly	+	+	+	-	-	-
1:57-Read for info.	-	-	+	+	-	-
1:58-Arrange for pub. util.	+	+	+	+	-	-
1:59-Use finan. advis.	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	-	-
1:61-Keep up on new info.	-	-	+	+	-	-
1:62-Get along with rel.	+	+	+	+	-	-
1:63-Care for clothes	+	+	+	+	-	-
1:64-Get along with family	+	+	+	+	-	-
1:65-Protect health of self	+	-	+	+	-	-
1:66-Attend. concerts	-	-	+	+	-	-
1:67-Plan for spend. money	+	+	+	+	-	-
1:68-Use a check. acct.	+	+	+	+	-	-
1:69-Work independ.	-	-	+	+	-	-
1:70-Make home comfort.	+	+	+	+	-	-
1:71-Protect self	+	-	+	+	-	-
1:72-Use soc. sec. services	-	-	+	+	-	-
2:7 -Select & buy food	+	+	+	+	-	-
2:8 -Read for pleas.	-	-	+	+	-	-
2:9 -Care outs. house	+	+	+	+	-	-
2:10-Visit with friends	+	+	+	+	-	-
2:11-Use money order	-	-	+	+	-	-
2:12-Make or fix clothes	-	-	-	+	-	-
2:13-Exchang. ideas	+	+	+	+	-	-

(Cont.)

Table 25 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Sex

Item (ELS)	Family M^1	Family F^2	Individual M^1	Individual F^2	Employee M^1	Employee F^2
2:14-Make home attract.	+	+	+	+	-	-
2:15-Care for sick	+	+	-	+	-	-
2:16-Pay bills	+	+	+	+	-	-
2:17-Get insur.	+	+	+	+	-	-
2:18-Provid. Subs. care	+	-	-	-	-	-
2:19-Serve food	+	-	-	-	-	-
2:20-Get hous.	+	-	+	+	-	-
2:21-Use pub. assis.	-	-	-	-	-	-
2:22-Set goals	+	+	-	-	-	-
2:23-Get invol. pol. activ.	-	-	+	+	-	-
2:24-Get ready for retir.	+	+	+	+	-	-
2:25-Follow safety rul.	+	+	+	+	-	-
2:26-Use arith. skills	-	-	+	+	+	-
2:27-Locate job	-	-	+	+	-	-
2:28-Use writ. skills	-	-	+	+	-	+
2:29-Meet requir. standards	-	-	+	+	-	+
2:30-Select one to live with	-	-	+	+	-	-
2:31-Use speak. skills	-	-	+	+	-	-
2:32-Do extra work	+	+	+	+	+	+
2:33-Leav. job	-	-	+	+	+	+
2:34-Do house repairs	+	+	+	+	-	-
2:35-Prepare food	+	+	+	+	-	-
2:36-Get house furn.	+	+	+	+	-	-
2:37-Listen to & fol. dir.	-	-	+	+	+	-
2:38-Clean up aft. meal	+	+	+	+	-	-
2:39-Be able to sleep	-	-	+	+	-	-
2:40-Plan cloth. need	+	-	+	+	-	-
2:41-Makes friends	-	-	+	+	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	-	-
2:45-Have family	+	+	+	+	-	-
2:46-Apply for unempl. comp.	-	-	+	+	-	-
2:47-Work und. press.	-	-	+	+	-	-
2:48-Meet tim. sched.	+	+	+	+	+	+
2:49-Plan & org.	+	+	+	+	+	+
2:50-Prepar. for job mob.	-	-	+	+	-	-
2:51-Contin. educ.	-	-	+	+	-	-
2:52-Select & buy cloth.	-	-	+	+	-	-
2:53-Watch TV	-	-	+	+	-	-
2:54-Do job & hom. respon.	+	+	+	+	-	+
2:55-Get along with neigh.	+	+	+	+	-	-
2:56-Follow work rul.	-	-	+	+	+	+

Table 26 ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Age

Item (ELS)	Family					Individual					Employee				
	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.
1:36-Plan for Distr. of prop.	+	+	+	+	+	-	+	+	+	+	-	-	-	-	-
1:37-Get leg. titles	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
1:39-Plan meals	+	+	+	+	-	+	+	+	-	-	-	-	-	-	-
1:40-Buy car	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:41-Accept author.	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-
1:42-Listen to radio	-	-	-	-	-	+	-	-	-	+	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:44-Care for child.	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-
1:46-Maintain car	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-
1:47-Maintain health	-	-	+	+	-	+	+	+	+	+	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
1:50-Clean home	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-
1:52-Store food	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-
1:56-Care for elderly	-	-	+	+	+	+	+	+	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:65-Protect health of self	-	+	+	-	-	+	+	+	+	+	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	+	+	+	+	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:68-Use a check. acct.	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:71-Protect self	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 26 ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Age

Item (ELS)	Family					Individual					Employee				
	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.
2:11-Use money order	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:18-Provid. subs. care	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	-	+	-	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	-	-	+	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:24-Get ready for retir.	-	-	+	+	-	+	+	+	+	+	-	-	-	-	-
2:25-Follow safety rul.	-	+	+	+	-	+	+	+	+	+	-	-	-	-	-
2:26-Use arith. skills	-	-	-	-	-	+	+	+	+	+	-	+	+	-	-
2:27-Locate job	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	+	+	+	+	+	-	+	+	-	-
2:29-Meet requir. standards	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:30-Select one to live with	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	-	+	+	+	+	+	-	+	+	-	-
2:32-Do extra work	-	+	+	-	-	+	+	+	+	+	+	+	+	-	-
2:33-Leav. job	-	-	-	-	-	+	+	+	+	-	+	+	+	-	-
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:40-Plan for cloth. need	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
2:44-Direct fam. memb.	+	+	+	+	-	-	+	+	+	+	-	-	-	-	-
2:45-Have family	-	+	+	+	-	+	+	+	+	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:48-Meet tim. sched.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
2:49-Plan & org.	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-
2:50-Prepar. for job mob.	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-

(Cont.)

Table 26 ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Age

	Family					Individual					Employee				
Item (ELS)	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.	13-18 yrs.	19-30 yrs.	31-50 yrs.	51-60 yrs.	61+ yrs.
2:51-Contin. educ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:54-Do job & hom. respon.	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-

Table 27 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Marital Status

Item (ELS)	Family			Individual			Employee		
	never	married	not now	never	married	not now	never	married	not now
1:36-Plan for distr. of prop.	+	+	+	-	+	+	-	-	-
1:37-Get leg. titles	-	+	+	+	+	+	-	-	-
1:38-Keep job skills	-	-	-	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	-	+	-	-	-
1:40-Buy car	-	+	-	+	+	+	-	-	-
1:41-Accept author.	-	+	-	+	+	+	+	-	+
1:42-Listen to radio	-	-	-	+	+	+	-	-	-
1:43-Keep records	-	+	+	+	+	+	-	-	-
1:44-Care for child.	+	+	+	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	+	-	+
1:46-Maintain car	-	+	-	+	+	+	-	-	-
1:47-Maintain health	-	-	-	+	+	+	-	-	-
1:48-Judge info.	-	-	-	+	+	+	-	-	-
1:49-Get along with others	-	-	-	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	+	-	+
1:52-Store food	+	+	+	+	-	+	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	-	-	-
1:55-Share respon.	+	+	+	+	+	+	-	-	-
1:56-Care for elderly	-	+	-	+	-	+	-	-	-
1:57-Read for info.	-	-	-	+	+	+	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	-	-	-
1:59-Use finan. advis.	-	-	-	+	-	+	-	-	-
1:60-Time for eat.	-	+	-	+	+	+	-	-	-
1:61-Keep up on new info.	-	-	-	+	+	+	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	-	-	-
1:63-Care for clothes	-	+	+	+	+	+	-	-	-
1:64-Get along with family	+	+	+	+	+	+	-	-	-
1:65-Protect health of self	-	+	-	+	+	+	-	-	-
1:66-Attend. concerts	-	-	-	+	+	+	-	-	-
1:67-Plan for spend. money	-	+	+	+	+	+	-	-	-
1:68-Use a check. acct.	-	+	-	+	+	+	-	-	-
1:69-Work independ.	-	-	-	+	+	+	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	-	-	-
1:71-Protect self	-	+	-	+	+	+	-	-	-
1:72-Use soc. sec. services	-	-	-	+	+	+	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	-	-	-
2:8 -Read for pleas.	-	-	-	+	+	+	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	-	-	-

(Cont.)

Table 27 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Marital Status

Item (ELS)	Family			Individual			Employee		
	never	married	not now	never	married	not now	never	married	not now
2:11-Use money order	-	-	-	+	+	+	-	-	-
2:12-Make or fix clothes	-	-	-	+	-	+	-	-	-
2:13-Exchang. ideas	-	+	+	+	+	+	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	-	-	-
2:15-Care for sick	+	+	+	+	+	+	-	-	-
2:16-Pay bills	+	+	+	+	+	+	-	-	-
2:17-Get insur.	+	+	+	+	+	+	-	-	-
2:18-Provid. subs. care	-	+	-	-	-	-	-	-	-
2:19-Serve food	-	+	+	+	-	+	-	-	-
2:20-Get hous.	-	+	+	+	+	+	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	+	+	+–	-	-	-
2:24-Get ready for retir.	-	+	-	+	+	+	-	-	-
2:25-Follow safety rul.	-	+	-	+	+	+	-	-	-
2:26-Use arith. skills	-	-	-	+	+	+	+	+	+
2:27-Locate job	-	-	-	+	+	+	-	-	-
2:28-Use writ. skills	-	-	-	+	+	+	+	-	-
2:29-Meet requir. standards	-	-	-	+	+	+	+	+	+
2:30-Select one to live with	-	-	-	+	+	+	-	-	-
2:31-Use speak. skills	-	-	-	+	+	+	+	-	+
2:32-Do extra work	-	+	-	+	+	+	+	+	+
2:33-Leav. job	-	-	-	+	+	+	+	+	+
2:34-Do house repairs	+	+	+	+	+	+	-	-	-
2:35-Prepare food	+	+	+	+	+	+	-	-	-
2:36-Get house furn.	-	+	+	+	+	+	-	-	-
2:37-Listen to & fol. dir.	-	-	-	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	-	-	-
2:39-Be able to sleep	-	-	-	+	+	+	-	-	-
2:40-Plan cloth. need	-	+	-	+	+	+	-	-	-
2:41-Make friends	-	-	-	+	+	+	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	-	+	-	-	-	-
2:45-Have family	-	+	-	+	+	+	-	-	-
2:46-Apply for unempl. comp.	-	-	-	+	-	+	-	-	-
2:47-Work und. press.	-	-	-	+	+	+	+	+	+
2:48-Meet tim. sched.	-	+	-	+	+	+	+	+	+
2:49-Plan & org.	-	+	-	+	+	+	+	+	+
2:50-Prepar. for job mob.	-	-	-	+	+	+	+	+	+
2:51-Contin. educ.	-	-	-	+	+	+	-	-	-
2:52-Select & buy cloth.	-	-	-	+	+	+	-	-	-

(Cont.)

Table 27 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Marital Status

Item (ELS)	Family			Individual			Employee		
	never	married	not now	never	married	not now	never	married	not now
2:53-Watch TV	-	-	-	+	+	+	-	-	-
2:54-Do job & hom. respon.	+	+	+	+	+	+	+	-	+
2:55-Get along with neigh.	-	+	-	+	+	+	-	-	-
2:56-Follow work rul.	-	-	-	+	+	+	+	+	+

Table 28 ELS For Males And Females When Never Married Respondents Were Grouped By Years Of Work Experience

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-16 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more
1:36-Plan for distr. of prop.	+	+	+	+	+	-	-	+	+	+	-	-	-	-	-
1:37-Get leg. titles	+	-	-	+	+	+	+	+	+	+	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-
1:40-Buy car	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:41-Accept author.	-	-	-	-	-	+	+	+	+	+	-	+	+	-	-
1:42-Listen to radio	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	+	-	+	+	+	+	-	+
1:46-Maintain car	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:47-Maintain health	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-
1:52-Store food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	-	-	+	+	-
1:56-Care for elderly	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:58-Arrange for pub. util.	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	+	-	+	-	-	-	-	-
1:60-Time for eat.	-	-	-	-	+	+	+	+	+	+	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:63-Care for clothes	+	-	-	-	+	+	+	+	+	+	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:65-Protect health of self	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:67-Plan for spend. money	+	-	-	+	+	+	+	+	+	+	-	-	-	-	-
1:68-Use a check. acct.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:71-Protect self	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:9 -Car outs. house	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 28 ELS For Males And Females When Never Married Respondents Were Grouped By Years Of Work Experience

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-16 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more
2:11-Use money order	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	+	+	+	-	+	-	-	-	-	-
2:13-Exchang. ideas	-	+	+	-	-	-	-	-	-	-	-	-	-	+	-
2:14-Make home attract.	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	-	+	-	-	-	-	-
2:16-Pay bills	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:18-Provid. subs. care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	-	-	-	+	+	+	+	-	+	-	-	-	-	-
2:20-Get hous.	+	-	-	-	+	+	+	+	+	+	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:24-Get ready for retir.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:25-Follow safety rul.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:26-Use arith. skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:27-Locate job	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:29-Meet requir. standards	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:30-Select one to live with	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	-	+	+	+	+	+	-	+	+	+	-
2:32-Do extra work	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:33-Leave job	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:40-Plan cloth. need	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	+	-	-	-	-	+	-	-	-	-	-
2:45-Have family	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	+	+	-	+	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:48-Meet time sched.	+	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:49-Plan & org.	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	-	+	+	+	+	+	-	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	+	+	+	+	+	-	-	-	+	-

(Cont.)

Table 28 ELS For Males And Females When Never Married Respondents Were Grouped By Years Of Work Experience

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-16 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more
2:52-Select & buy cloth.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:55-Get along with neigh.	-	-	-	-	+	+	+	+	+	+	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+

Table 29 ELS For Males And Females When Respondents Categorized By Work Experience Prior To Marriage

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	10-15 years	16 or more
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
1:39-Plan meals	+	+	+	+	+	+	+	-	+	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:41-Accept author.	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-
1:42-Listen to radio	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-
1:46-Maintain car	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-
1:47-Maintain health	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-
1:48-Judge info.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-
1:52-Store food	+	+	+	+	+	-	+	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:56-Care for elderly	+	+	+	+	+	-	-	-	-	+	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	+	-	+	+	+	+	+	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:65-Protect health of self	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-
1:66- Attend. concerts	-	-	-	-	-	+	++		+	+	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:71-Protect self	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 29 ELS For Males And Females When Respondents Categorized By Work Experience Prior To Marriage

	Family					Individual					Employee				
Item (ELS)	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	10-15 years	16 or more
2:11-Use money order	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	-	+	-	-	+	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:18-Provid. subs. care	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:24-Get ready for retir.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:26-Use arith. skills	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:27-Locate job	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-
2:29-Meet requir. standards	-	-	-	-	-	+	+	+	+	+	+	+	+	=	=
2:30-Selec one to live with	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:32-Do extra work	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-
2:33-Leave job	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:37-List to & fol. dir.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:38-Clear up aft. meal	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:40-Plan cloth. need	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	-	+	-	-	-	-	-
2:45-Have family	+	+	+	+	-	+	+	+	-	+	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:48-Meet time sched.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
2:49-Plan & org.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:50-Prepare for job mob.	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:51-Contin. educ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 29 ELS For Males And Females When Respondents Categorized By Work Experience Prior To Marriage

	Family					Individual					Employee				
Item (ELS)	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	10-15 years	16 or more
2:52-Select & buy cloth.	-	-	-	+	-	+	+	+	+	+	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+

Table 30 ELS As Indicated By Married Respondents When Grouped By Total Number Of Years Worked While Married

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
1:39-Plan meals	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:41-Accept author.	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-
1:42-Listen to radio	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+
1:46-Maintain car	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:47-Maintain health	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:48-Judge info.	-	-	-	+	-	+	+	+	+	+	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	+	+	+	+	+
1:52-Store food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:56-Care for elderly	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
1:57-Read for info.	-	-	-	+	-	+	+	+	+	+	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:61-Keep up on new info.	-	-	+	+	-	+	+	+	+	+	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:65-Protect health of self	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:71-Protect self	-	-	+	+	-	+	+	+	+	+	-	-	-	-	-
1:72-Use soc. sec. services	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 30 ELS As Indicated By Married Respondents When Grouped By Total Number Of Years Worked While Married

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more
2:11-Use money order	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	+	+	-	+	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:18-Provid. subs. care	-	+	+	+	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	+	-	-	+	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:24-Get ready for retir.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:26-Use arith. skills	-	-	-	+	-	+	+	+	+	+	+	+	+	+	-
2:27-Locate job	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:29-Meet requir. standards	-	-	-	-	-	+	+	+	+	+	-	+	+	+	-
2:30-Select one to live with	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	-	+	+	+	+	+	-	+	+	+	-
2:32-Do extra work	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-
2:33-Leave job	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:40-Plan cloth. need	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:45-Have family	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	+	+	+	-	-	-	-	-
2:47-Work und. pressure	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:48-Meet time sched.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:49-Plan & org.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Preapre for job mob.	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-
2:51-Contin. educ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 30 ELS As Indicated By Married Respondents When Grouped By Total Number Of Years Worked While Married

Item (ELS)	Family					Individual					Employee				
	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more	-1 year	1-5 years	6-10 years	11-15 years	16 or more
2:53-Watch TV	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+

Table 31 ELS For Males And Females When Respondents Were Grouped By Type Of Dwelling

Item (ELS)	Family					Individual					Employee				
	rent house	own house	rent apartment	lives with rel.	other	rent house	own house	rent apartment	lives with rel.	other	rent house	own house	rent apartment	lives with rel.	other
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	-	+	-	-	-	-	-
1:37-Get leg. titles	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:40-Buy car	+	+	-	-	+	+	+	+	+	+	-	-	-	-	-
1:41-Accept author.	-	+	-	-	-	+	+	+	+	+	+	-	+	-	-
1:42-Listen to radio	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:43-Keep records	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	+	-	+	+	+
1:46-Maintain car	-	+	-	-	-	+	+	+	+	+	-	-	-	-	-
1:47-Maintain health	-	+	-	-	-	+	+	+	+	+	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	+	-	+	+	-
1:52-Store food	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:56-Care for elderly	-	+	-	-	-	-	-	-	+	+	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:65-Protect health of self	-	+	-	-	-	+	+	+	+	+	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-
1:68-Use a check. acct.	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:71-Protect self	-	+	-	-	-	+	+	+	+	+	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 31 ELS For Males And Females When Respondents Were Grouped By Type Of Dwelling

	Family					Individual					Employee				
Item (ELS)	rent house	own house	rent apartment	lives with rel.	other	rent house	own house	rent apartment	lives with rel.	other	rent house	own house	rent apartment	lives with rel.	other
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	-	-	+	+	+	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:18-Provid. subs. care	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	-	+	+	-	-	+	+	-	-	-	-	-	-
2:20-Get hous.	+	+	+	-	-	+	+	+	+	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	-	-	+	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:24-Get ready for retir.	-	+	-	-	-	+	+	+	+	+	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:26-Use arith. skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-
2:27-Locate job	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	+	+	+	+	+	+	-	+	+	-
2:29-Meet requir. standards	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:30-Select one to live with	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:31-Use speak.skills	-	-	-	-	-	+	+	+	+	+	+	-	+	+	-
2:32-Do extra work	-	+	-	-	-	+	+	+	+	+	+	+	+	+	+
2:33-Leave job	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:40-Plan cloth. need	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
2:45-Have family	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	+	-	+	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:48-Meet time sched.	+	+	+	-	-	+	+	+	+	+	+	+	+	+	+
2:49-Plan & org.	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+

(Cont.)

Table 31 ELS For Males And Females When Respondents Were Grouped By Type Of Dwelling

Item (ELS)	Family					Individual					Employee				
	rent house	own house	rent apartment	lives with rel.	other	rent house	own house	rent apartment	lives with rel.	other	rent house	own house	rent apartment	lives with rel.	other
2:50-Prepare for job mob.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+
2:55-Get along with neigh.	+	+	-	+	-	+	+	+	+	+	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+

Table 32 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Family Income

Item (ELS)	Family							Individual							Employee						
	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-	-	-
1:37-Get leg. titles	-	+	+	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:40-Buy car	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:41-Accept author.	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	+	-	-	+	+
1:42-Listen to radio	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:43-Keep records	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:44-Care for child.	-	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	+	+	-
1:46-Maintain car'	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:47-Maintain health	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	+	+	+
1:52-Store food	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:56-Care for elderly	-	-	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	+	-	-	-	-	-	-	+	-	-	-	-	-	-	-
1:60-Time for eat.	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-

(Cont.)

Table 32 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Family Income

	Family							Individual							Employee						
Item (ELS)	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
1:61-Keep up on new info.	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:65-Protect health of self	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:68-Use a check. acct.	-	-	+	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:71-Protect self	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:9 -Care outs. house	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:13-Exchang. ideas	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:17-Get insur.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:18-Provid. subs. care	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-
2:20-Get hous.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-

(Cont.)

Table 32 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Family Income

Item (ELS)	Family							Individual							Employee						
	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	+	+	-	-	+	-	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-	-
2:24-Get ready for retir.	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:25-Follow safety rul.	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:26-Use arith. skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	+	+	+	+	+
2:27-Locate job	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:29-Meet requir. standards	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	+	+	+	+	+
2:30-Select one to live with	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:32-Do extra work	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:33-Leav. job	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:34-Do house repairs	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:40-Plan cloth. need	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:44-Direct fam. memb.	-	+	+	+	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-
2:45-Have family	-	-	-	+	+	+	+	-	+	+	+	+	+	+50	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-

(Cont.)

Table 32 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Family Income

Item (ELS)	Family							Individual							Employee						
	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
2:47-Work und. press.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:48-Meet tim. sched.	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:49-Plan & org.	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Prepar. for job mob.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	+	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:54-Do job & hom. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:55-Get along with neigh.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 33 Important ELS As Seen By Respondents When Grouped By Personal Income

	Family							Individual							Employee						
Item (ELS)	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:41-Accept author.	+	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	+	+	+	+	-
1:42-Listen to radio	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-
1:46-Maintain car	+	-	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:47-Maintain health	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	+	-	+	+	+	+
1:52-Store food	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:56-Care for elderly	+	-	+	+	+	+	+	+	-	+	-	+	-	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-

(Cont.)

Table 33 Important ELS As Seen By Respondents When Grouped By Personal Income

	Family							Individual							Employee						
Item (ELS)	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:65-Protect health of self	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:71-Protect self	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:18-Provid. subs. care	-	-	-	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	+	+	-	-	+	-	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:24-Get ready for retir.	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-

(Cont.)

Table 33 Important ELS As Seen By Respondents When Grouped By Personal Income

Item (ELS)	Family							Individual							Employee						
	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
2:26-Use arith. skills	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:27-Locate job	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	+	+	+	-	-
2:29-Meet requir. standards	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:30-Select one to live with	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	+	-	+	+	-
2:32-Do extra work	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:33-Leave job	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:40-Plan cloth. need	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	---		-	-
2:41-Make friends	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	-	-	+	+	-	-	-	-	-	-	-
2:45-Have family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	-	+	+	+	+	-	-	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:48-Meet time sched.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:49-Plan & org.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-

(Cont.)

Table 33 Important ELS As Seen By Respondents When Grouped By Personal Income

Item (ELS)	Family							Individual							Employee						
	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+	-$3000	$3001-6000	$6001-10000	$10001-14000	$14001-18000	$18001-25000	$25001+
2:53-Watch TV	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 34 Important ELS As Seen By Respondents When Grouped By Number Of Preschoolers In The Home

Item (ELS)	Family							Individual							Employee						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6	0	1	2	3	4	5	6
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	-	+	+	-	-	+	-	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	-	+	+	-	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:38-Keep job skills	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	+	-	+	-	+	-	-	-	-	-	-	-
1:40-Buy car	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
1:41-Accept author.	-	+	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-	+
1:42-Listen to radio	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	+	+
1:44-Care for child.	+	+	+	+	+	+	+	-	-	-	-	-	-	+	-	-	-	-	-	-	+
1:45-Apply for temp. leave	-	-	-	-	+	+	+	-	-	-	-	+	+	+	-	+	-	-	-	-	-
1:46-Maintain car	-	+	+	+	+	+	-	+	+	+	-	+	+	+	-	-	-	-	-	+	+
1:47-Maintain health	-	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
1:48-Judge info.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	+	+	+
1:49-Get along with others	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:51-Supervis. help	-	-	-	-	-	-	+	-	-	-	-	+	-	+	-	-	+	+	+	+	+
1:52-Store food	+	+	+	+	+	+	+	-	+	+	+	-	+	+	-	-	-	-	-	-	+
1:53-Grow food	-	-	-	-	-	+	+	-	-	-	-	-	+	+	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+	+
1:56-Care for elderly	+	+	+	-	+	+	+	-	+	-	+	+	+	+	-	-	-	-	-	-	+
1:57-Read for info.	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	+	+	+
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	+	+
1:59-Use finan. advis.	-	-	-	+	+	+	+	+	-	-	+	+	+	+	-	-	-	+	-	+	+
1:60-Time for eat.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
1:61-Keep up on new info.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	+	-	+	+
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:65-Protect health of self	-	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
1:66-Attend concerts	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	-	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	-	+	+	+	+	+	-	+	+	+	-	-	-	-	-	-	+

(Cont.)

Table 34 Important ELS As Seen By Respondents When Grouped By Number Of Preschoolers In The Home

Item (ELS)	Family							Individual							Employee						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6	0	1	2	3	4	5	6
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+	+
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	-	+
1:71-Protect. self	-	+	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+
1:72-Use soc. sec. services	-	-	-	-	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	+	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	+	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	+	-	+	-	+	-	+	+	-	-	+	-	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	+	+	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	-
2:18-Provid. subs. care	-	+	-	+	+	+	+	-	-	-	-	-	-	+	-	-	-	-	-	-	-
2:19-Serve food	-	+	+	+	+	+	+	+	-	-	-	-	+	+	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	-	-	+	+	+	+	+	-	-	+	+	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	+	-	-	-	-	-	-	+	-	-	+	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	+	+	-	+	-	-	+	+	+	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:24-Get ready for retir.	-	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	-
2:25-Follow safety rul.	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	+	+	+
2:26-Use arith. skills	-	-	-	-	+	+	-	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:27-Locate job	-	-	-	-	+	+	-	+	+	+	+	+	+	+	-	-	-	-	-	+	+
2:28-Use writ. skills	-	-	-	-	-	+	-	+	+	+	+	+	+	+	-	+	-	-	-	+	+
2:29-Meet requir. standards	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	-	+	+	+
2:30-Select one to live with	-	-	-	-	-	+	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:31-Use speak.skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	+	+	-	-	+	+
2:32-Do extra work	-	+	+	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
2:33-Leave job	-	-	-	-	-	+	-	+	+	+	+	+	+	-	+	+	+	-	+	+	+
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	-	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-

(Cont.)

Table 34 Important ELS As Seen By Respondents When Grouped By Number Of Preschoolers In The Home

Item (ELS)	Family							Individual							Employee						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6	0	1	2	3	4	5	6
2:36-Get house furn.	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	-	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	-	-	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	+	-
2:40-Plan cloth. need	-	+	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
2:41-Make friends	-	-	-	-	-	+	-	+	+	+	+	+	+	+	-	-	-	-	-	+	-
2:42-Can/freeze/dry food	-	-	-	-	-	+	+	-	-	-	-	-	-	+	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	-	-
2:45-Have family	-	+	+	-	-	-	+	-	+	+	+	-	+	+	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+
2:48-Meet time sched.	+	+	+	-	-	+	+	+	+	+	+	-	+	+	+	+	+	-	-	+	+
2:49-Plan & org.	-	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+
2:50-Prepare for job mob.	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	+
2:51-Contin. educ.	-	-	-	-	-	+	-	+	+	+	+	+	+	+	-	-	-	-	-	+	-
2:52-Select & buy cloth.	-	+	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
2:53-Watch TV	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	+
2:54-Do job & home respon.	-	-	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:55-Get along with neigh.	-	-	-	-	-	+	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+
2:56-Follow work rul.	-	+	+	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-

Table 35 ELS As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Household

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:40-Buy car	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:41-Accept author.	-	+	+	+	+	-	+	-	+	+	+	+	+	+	+	+	+	+	-	+	-	-	-	+
1:42-Listen to radio	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:44-Care for child.	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	+	+	+	+	-	-	+	+
1:46-Maintain car	-	+	-	+	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:47-Maintain health	-	+	+	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:48-Judge info.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:49-Get along with others	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:51-Supervis. help	-	-	-	-	-	-	-	+	-	-	-	-	-	-	+	-	+	+	-	+	-	+	+	+
1:52-Store food	+	+	+	+	+	+	+	+	+	+	-	+	-	-	+	-	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:56-Care for elderly	-	+	+	+	+	+	-	+	+	-	-	+	+	-	+	+	-	-	-	-	-	-	-	+
1:57-Read for info.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:58-Arrange for pub. util.	+	+	+	+	+	-	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	+	+	+	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-
1:60-Time for eat.	-	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:61-Keep up on new info.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+	+
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:63-Care for clothes	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:65-Protect health of self	-	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:66-Attend. concerts	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+

(Cont.)

Table 35 ELS As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Household

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9
1:68-Use a check. acct.	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:69-Work independ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:71-Protect. self	-	+	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:72-Use soc. sec. services	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:7 -Select & buy food	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:8 -Read for pleas.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:11-Use money order	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:12-Make or fix clothes	-	-	-	-	-	-	-	+	+	+	+	+	+	-	-	+	-	-	-	-	-	-	-	-
2:13-Exchang. ideas	-	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:15-Care for sick	+	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:18-Provid. subs. care	-	+	-	-	-	-	+	+	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-
2:19-Serve food	-	+	+	+	+	+	-	+	+	-	-	-	+	-	+	+	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	-	+	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	+
2:21-Use pub. assis.	-	-	-	-	-	-	-	+	-	-	-	-	-	+	-	+	-	-	-	-	-	-	-	+
2:22-Set goals	+	+	+	+	+	+	+	+	-	-	-	-	-	+	-	+	-	-	-	-	-	-	-	+
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:24-Get ready for retir.	-	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+	+
2:25-Follow safety rul.	-	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+	+
2:26-Use arith. skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+
2:27-Locate job	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+	+
2:28-Use writ. skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	+
2:29-Meet requir. standards	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+
2:30-Select one to live with	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:31-Use speak.skills	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	-	+	-	-	+	+
2:32-Do extra work	-	+	+	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+
2:33-Leave job	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

(Cont.)

Table 35 ELS As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Household

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	9
2:34-Do house repairs	+	+	+	+	+	-	+	+	+	+	+	+	+	-	+	-	-	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	+
2:37-Listen to & fol. dir.	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:39-Be able to sleep	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:40-Plan cloth. need	-	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:41-Make friends	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	+	-	+	+	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	+
2:45-Have family	-	+	+	+	+	-	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	+	+
2:47-Work und. press.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+
2:48-Meet time sched.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	-	+	+
2:49-Plan & org.	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+
2:51-Contin. educ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:52-Select & buy cloth.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:53-Watch TV	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	-	+	+
2:55-Get along with neigh.	-	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:56-Follow work rul.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 36 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Children

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+	+	-	-	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:41-Accept author.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	-	-
1:42-Listen to radio	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	-	-	+	-	-
1:46-Maintain car	-	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:47-Maintain health	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:48-Judge info.	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	+	+	+	+
1:52-Store food	+	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	+	+	+	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:56-Care for elderly	+	+	+	+	+	+	+	+	-	-	+	-	+	+	+	+	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	+	-	+	-	-	-	-	-	+	-	+	-	-	-	-	-	-	-	-
1:60-Time for eat	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:65-Protect health of self	-	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-

(Cont.)

Table 36 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Children

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1:66-Attend. concerts	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:70-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:71-Protect self	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
1:72-Use soc. sec. services	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	+	+	+	+	+	-	-	+	-	+	+	-	-	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+	+	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:18-Provid. subs. care	-	+	+	+	+	+	+	+	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	+	+	+	+	-	-	-	-	+	+	+	+	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	-	-	-	-	+	+	+	+	-	-	+	-	-	+	+	+	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:24-Get ready for retir.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:26-Use arith. skills	-	-	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+
2:27-Locate job	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	-	+
2:29-Meet requir. standards	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+

(Cont.)

Table 36 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Children

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
2:30-Select one to live with	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:31-Use speak. skills -	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	+	-	+
2:32-Do extra work	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+
2:33-Leav. job	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:40-Plan cloth. need	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	+	+	+	+	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:45-Have family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
2:48-Meet tim. sched.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:49-Plan & org.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Prepar. for job mob.	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	+
2:52-Select & buy cloth.	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:54-Do job & hom. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	-	-	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 37 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 18 - 25

ROLES

Item (ELS)	Family							Individual							Employee						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1:36-Plan for distr. of prop.	+	+	+	+	+	-	+	+	+	+	-	+	-	+	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:38-Keep job skills	-	-	-	-	-	-	-	+	+	+	+	+	-	+	+	+	+	+	+	-	+
1:39-Plan meals	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:40-Buy car	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:41-Accept author.	+	+	+	-	-	-	-	+	+	+	+	+	-	+	+	+	-	-	+	-	+
1:42-Listen to radio	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:43-Keep records	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:44-Care for child.	+	+	+	-	+	-	+	-	-	-	-	-	-	+	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	+	-	-	+	+	+	+	-	-	-	+
1:46-Maintain car	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:47-Maintain health	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:48-Judge info.	-	-	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:49-Get along with others	-	-	-	-	+	-	-	+	+	+	+	+	-	+	+	+	+	+	+	-	+
1:50-Clean home	+	+	+	+	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	-	+	+	-	+
1:52-Store food	+	+	+	+	+	-	-	+	+	-	-	-	-	+	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	-	-	+	+	+	+	+	-	+	-	+	-	-	+	-	+
1:56-Care for elderly	+	+	+	-	+	-	-	-	+	+	+	+	-	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:58-Arrange for pub. util.	+	+	+	+	+	-	-	+	+	-	+	+	-	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	+	-	-	-	-	-	+	+	-	+	-	-	-	-	-	-	+
1:60-Time for eat.	+	+	+	-	+	-	-	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:62-Get along with rel.	+	+	+	+	+	-	+	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:63-Care for clothes	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:64-Get along with family	+	+	+	+	+	-	+	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:65-Protect health of self	-	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+

(Cont.)

Table 37 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 18 - 25

ROLES

Item (ELS)	Family							Individual							Employee						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1:66-Attend. concerts	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:68-Use a check. acct.	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:69-Work independ.	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	+	-	-	+
1:70-Make home comfort.	+	+	+	+	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
1:71-Protect self	-	-	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
1:72-Use soc. sec. services	-	-	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-	-	+	-	+
2:7 -Select & buy food	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	+	+	+	-	+	-	+	-	-	-	-	-	-	+
2:12-Make or fix clothes	-	-	-	-	-	-	-	+	+	+	-	-	-	+	-	-	-	-	-	-	+
2:13-Exchang. ideas	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	+	-	-	-	-	+
2:14-Make home attract.	+	+	+	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	-	-	+	+	+	-	-	-	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	+	-	-	+
2:17-Get insur.	+	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
2:18-Provid. subs. care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	+	-	-	+	-	-	-	-	-	-	+
2:22-Set goals	+	+	+	+	+	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
2:24-Get ready for retir.	+	+	-	-	+	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-	-
2:25-Follow safety rul.	+	+	-	-	+	-	-	+	+	+	+	+	-	+	-	+	-	-	-	-	+
2:26-Use arith. skills	-	-	-	-	-	-	-	+	+	+	+	+	-	+	+	+	-	-	+	-	+
2:27-Locate job	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	+
2:28-Use writ. skills	-	-	-	-	-	-	-	+	+	+	+	+	-	+	+	+	-	-	+	-	+
2:29-Meet requir. standards	-	-	-	-	+	-	-	+	+	+	+	+	-	-	+	+	+	+	+	-	+
2:30-Select one to live with	-	-	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-

(Cont.)

Table 37 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 18 - 25

Item (ELS)	ROLES		
	Family	Individual	Employee
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2:31-Use speak. skills	- - - - + - -	+ + + + + - +	- + - - + - +
2:32-Do extra work	+ + - - - - -	+ + + + + - +	+ + + + + - +
2:33-Leav. job	- - - - - - - -	+ + + + + - +	+ + + + + - +
2:34-Do house repairs	+ + + + - - -	+ + - - - - +	- - - - - - - -
2:35-Prepare food	+ + + - - - -	+ + + + - - +	- - - - - - - -
2:36-Get house furn.	+ + + + + - -	+ + + + + - +	- - - - - - - -
2:37-Listen to & fol. dir.	- - - - - - - -	+ + + + + - +	+ + + + + - +
2:38-Clean up aft. meal	+ + + + - - -	+ + + + - - +	- - - - - - - -
2:39-Be able to sleep	- - - - - - - -	+ + + + + - +	- - - - - - - +
2:40-Plan cloth. need	- + - - - - - -	+ + + + + - +	- - - - - - - -
2:41-Make friends	- - - - - - - -	+ + + + + - +	- - - - - - - -
2:42-Can/freeze/dry food	- - - - - - - -	- - - - - - - +	- - - - - - - -
2:43-Accept. respon.	+ + + + + - -	+ + + + + - +	+ + + + + - +
2:44-Direct fam. memb.	+ + + + + - -	+ - + - - - -	- - - - - - - -
2:45-Have family	+ + - - + - -	+ + + - - - -	- - - - - - - -
2:46-Apply for unempl. comp.	- - - - - - - -	+ - - - - - +	- - - + - - +
2:47-Work under press.	- - - - - - - -	+ + + + + - +	+ + + + - - +
2:48-Meet tim. sched.	+ + - - - - -	+ + + + + - +	+ + + + + - +
2:49-Plan & org.	+ + + - - - -	+ + + + + - +	+ + + + + - +
2:50-Prepare for job mob.	- - - - - - - -	+ + + + + - +	+ + - + + - +
2:51-Contin. educ.	- - - - - - - -	+ + + + + - +	- - - - - - - +
2:52-Select & buy cloth.	- - - - - - - -	+ + + + + - +	- - - - - - - -
2:53-Watch TV	- - - - - - - -	+ + + + - - +	- - - - - - - -
2:54-Do job & hom. respon.	+ + + + + - -	+ + + + + - +	+ + - + + - +
2:55-Get along with neigh.	+ + - - - - -	+ + + + + - +	- - - - - - - -
2:56-Follow work rul.	- - - - - - - -	+ + + + + - +	+ + + + + - +

Table 38 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 26 - 35

	ROLES																	
Item (ELS)	Family						Individual						Employee					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1:36-Plan for distr. of prop.	+	+	+	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-
1:37-Get leg. titles	+	+	-	+	-	+	+	+	+	-	-	+	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	-	+	+	+	+	+	-	+
1:39-Plan meals	+	+	-	+	-	-	+	+	+	+	-	+	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	-	+	+	+	+	-	-	-	-	-	-	-	-	-
1:41-Accept author.	-	-	-	-	-	-	+	+	+	+	-	-	+	+	-	-	-	+
1:42-Listen to radio	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	+
1:43-Keep records	+	+	-	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
1:44-Care for child.	+	+	+	+	-	-	-	-	+	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	+	-	-	-	+	+	-	-	-	+
1:46-Maintain car	+	+	-	+	-	+	+	+	+	+	-	-	-	-	-	-	-	+
1:47-Maintain health	+	+	-	-	-	+	+	+	+	+	-	+	-	-	+	-	-	+
1:48-Judge info.	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	+
1:49-Get along with others	-	-	-	-	-	+	+	+	+	-	-	+	+	+	+	+	-	+
1:50-Clean home	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	-	-	+
1:52-Store food	+	+	-	+	-	+	+	-	+	-	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	+	-	-	+	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
1:56-Care for elderly	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	+	+	+	-	-	+	-	-	-	-	-	+
1:58-Arrange for pub. util.	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	+	-	-	-	+	-	-	+	-	-	-	-	-	-	-	-	+
1:60-Time for eat.	+	+	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-
1:61-Keep up on new info.	-	+	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	+
1:62-Get along with rel.	+	+	+	+	-	+	+	+	+	-	-	+	-	-	-	-	-	-
1:63-Care for clothes	+	+	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	-
1:64-Get along with family	+	+	+	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-
1:65-Protect health of self	+	+	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	+

(Cont.)

Table 38 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 26 - 35

ROLES

Item (ELS)	Family						Individual						Employee					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1:66-Attend. concerts	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	+
1:68-Use a check. acct.	+	+	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	+
1:70-Make home comfort.	+	+	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	+
1:71-Protect self	-	-	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	-	+	+	-	+	-	-	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	-	+	+	+	+	+	-	+	-	-	-	-	-	-
2:11-Use money order	-	-	-	+	-	-	+	+	+	+	-	+	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	-	+	-	+	-	-	+	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	-	-	-	+	+	+	+	+	-	+	-	+	-	-	-	+
2:14-Make home attract.	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:17-Get insur.	+	+	-	-	-	+	+	+	+	-	-	+	-	-	-	-	-	+
2:18-Provid. subs. care	+	+	-	-	-	+	-	-	+	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	-	-	+	-	-	+	+	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	-	-	-	+	+	+	+	-	-	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	+	-	-	-	-	-	+	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	-	+	-	+	+	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	-
2:24-Get ready for retir.	+	+	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	+
2:25-Follow safety rul.	+	+	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	+
2:26-Use arith. skills	-	+	-	-	-	-	+	+	+	+	-	+	+	+	-	-	-	+
2:27-Locate job	-	-	-	-	-	-	+	+	+	+	-	+	-	-	+	-	-	+
2:28-Use writ. skills	-	-	-	-	-	-	+	+	+	+	-	+	+	+	+	-	-	+
2:29-Meet requir. standards	-	-	-	-	-	-	+	+	+	+	-	+	+	+	+	-	-	+
2:30-Select one to live with	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-

(Cont.)

Table 38 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 26 - 35

ROLES

Item (ELS)	Family						Individual						Employee					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2:31-Use speak. skills	-	-	-	-	-	+	+	+	+	+	-	+	+	+	+	+	-	+
2:32-Do extra work	+	+	-	-	-	+	+	+	+	-	-	-	+	+	+	+	-	+
2:33-Leav. job	-	-	-	-	-	-	+	+	+	-	-	-	+	+	+	-	-	+
2:34-Do house repairs	+	+	+	+	-	+	+	+	+	-	-	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	-	-	+	+	+	+	-	+	-	-	-	-	-	-
2:36-Get house furn.	+	+	-	-	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	+	-	-	+	+	+	+	-	-	+	+	+	+	-	+
2:38-Clean up aft. meal	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-
2:40-Plan cloth. need	+	+	+	-	-	-	+	+	+	+	-	+	-	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	-	+	-	+	+	+	+	+	-	+	+	+	+	+	-	+
2:44-Direct fam. memb.	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:45-Have family	+	+	-	-	-	+	+	+	+	-	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-	-	+
2:47-Work under press.	-	-	-	-	-	-	+	+	+	+	-	+	+	+	+	+	-	-
2:48-Meet tim. sched.	+	+	-	+	-	-	+	+	+	+	-	-	+	+	+	+	-	+
2:49-Plan & org.	+	+	-	+	-	+	+	+	+	+	-	+	+	+	+	+	-	+
2:50-Prepare for job mob.	-	-	-	-	-	+	+	+	+	+	-	-	+	+	+	+	-	+
2:51-Contin. educ.	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	+
2:52-Select & buy cloth.	-	+	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	-
2:54-Do job & hom. respon.	+	+	-	+	-	-	+	+	+	+	-	+	+	+	+	+	-	-
2:55-Get along with neigh.	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	-	+	+	+	+	-	+	+	+	+	+	-	+

Table 39 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 36 - 55

	ROLES														
Item (ELS)	Family					Individual					Employee				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	-	-	-	+	+	+	-	+	-	-	+	-	-
1:38-Keep job skills	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	-	-	-	+	+	-
1:40-Buy car	+	+	-	+	-	+	+	-	+	+	-	-	-	-	-
1:41-Accept author.	-	+	+	-	-	+	+	+	+	+	-	-	-	+	-
1:42-Listen to radio	-	-	+	-	-	+	+	+	+	-	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	+	+	-	-	+	+	-
1:44-Care for child.	+	+	-	-	+	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	+	-	+	-	-	+	+	-
1:46-Maintain car	+	+	-	-	+	+	+	-	+	-	-	-	+	+	-
1:47-Maintain health	+	+	+	-	-	+	+	+	+	+	-	-	+	+	-
1:48-Judge info.	-	-	-	-	-	+	+	+	+	+	-	-	+	+	-
1:49-Get along with others	-	-	+	-	-	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-
1:51-Supervis. help	-	-	+	-	-	-	-	-	-	-	-	-	-	-	+
1:52-Store food	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	-	-	-	+	-	-
1:55-Share respon.	+	+	+	+	+	+	-	+	+	+	-	-	-	+	+
1:56-Care for elderly	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	+	+	+	+	+	-	-	+	+	+
1:58-Arrange for pub. util.	+	+	+	-	+	+	+	-	-	-	-	-	+	-	-
1:59-Use finan. advis.	-	-	-	-	+	-	-	-	-	-	-	-	+	-	-
1:60-Time for eat.	+	+	+	+	-	+	+	+	+	-	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	+	+	+	+	+	+	-	-	+	+	+
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:63-Care for clothes	+	+	+	-	+	+	+	+	+	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	-	+	-	-	-	-	-
1:65-Protect health of self	+	+	+	-	+	+	+	+	+	+	-	-	+	-	-

(Cont.)

Table 39 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 36 - 55

ROLES

Item (ELS)	Family					Individual					Employee				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1:66-Attend. concerts	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-
1:67-Plan for spend. money	+	+	-	+	-	+	+	+	+	+	-	-	+	-	-
1:68-Use a check. acct.	+	+	-	-	-	+	+	+	-	+	-	-	+	-	-
1:69-Work independ.	-	-	-	-	-	+	+	+	+	+	-	-	+	+	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-
1:71-Protect self	-	-	-	+	-	+	+	+	+	+	-	-	+	+	-
1:72-Use soc. sec. services	-	-	-	-	+	+	+	-	+	+	-	-	-	+	-
2:7 -Select & buy food	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	+	-	+	+	+	+	+	-	-	+	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	-	-	-	+	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	-	-	-	+	-
2:11-Use money order	-	-	-	-	-	+	+	-	+	+	-	-	-	+	-
2:12-Make or fix clothes	-	-	-	+	-	+	-	+	+	-	-	-	-	-	-
2:13-Exchang. ideas	+	+	-	+	+	+	+	+	+	+	-	-	+	+	+
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	-	-	-	+	-
2:15-Care for sick	+	+	+	+	+	+	-	+	+	+	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	-	+	+	-	-	+	+	-
2:17-Get insur.	+	+	-	-	+	+	+	+	+	+	-	-	+	-	-
2:18-Provid. subs. care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	-	+	-	-	+	+	-	-	-	-	-
2:20-Get hous.	+	+	-	-	-	+	+	-	-	-	-	-	+	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	-	+	-	-	+	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	+	+	+	-	+	-	-	-	-	-
2:24-Get ready for retir.	+	+	-	+	-	+	+	-	+	+	-	-	-	+	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	-	-	+	+	+
2:26-Use arith. skills	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+
2:27-Locate job	-	-	-	-	-	+	+	+	+	+	-	-	-	+	-
2:28-Use writ. skills	-	-	-	-	-	+	+	+	+	+	-	-	+	+	-
2:29-Meet requir. standards	-	-	-	+	+	+	+	+	+	+	+	+	-	+	+
2:30-Select one to live with	-	-	-	-	-	+	+	+	+	+	-	-	-	+	-

(Cont.)

Table 39 ELS For Females And Males As Indicated By 60% Or More Of The Respondents When Categorized By Number Of Adults In Family Between Ages 36 - 55

	ROLES														
Item (ELS)	Family					Individual					Employee				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2:31-Use speak. skills	-	-	-	+	+	+	+	+	+	+	-	-	+	+	+
2:32-Do extra work	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+
2:33-Leav. job	-	-	-	-	+	+	+	-	+	+	+	+	-	+	+
2:34-Do house repairs	+	+	+	+	+	+	+	+	-	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	-	-	-	+	-
2:36-Get house furn.	+	+	-	+	+	+	+	+	+	+	-	-	+	+	-
2:37-Listen to & fol. dir.	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	-	+	+	+	+	+	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	+	+	+	+	+	-	-	+	-	+
2:40-Plan cloth. need	+	+	-	-	-	+	+	+	+	+	-	-	+	-	-
2:41-Make friends	-	-	-	-	+	+	+	+	+	+	-	-	+	-	-
2:42-Can/freeze/dry food	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	-	+	+	-	-	-	+	-
2:45-Have family	+	+	-	-	-	+	+	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	+	+	-	-	+	-	-	-	+	-
2:47-Work under press.	-	-	-	-	-	+	+	-	+	+	+	+	+	+	+
2:48-Meet tim. sched.	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:49-Plan & org.	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	-	+	+	+	-	+	+	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	+	+	+	+	+	-	-	+	+	+
2:52-Select & buy cloth.	-	-	-	-	-	+	+	+	+	+	-	-	-	-	-
2:53-Watch TV	-	-	-	+	-	+	+	+	+	+	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	-	+	+	-	-	+	+	+
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	-	-	+	+	-
2:56-Follow work rul.	-	-	-	-	-	+	+	-	+	+	+	+	+	+	+

Table 40 Important ELS As Seen By Respondents When Grouped By Over 55

Item (ELS)	Family				Individual				Employee			
	0	1	2	3	0	1	2	3	0	1	2	3
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	-	-	-
1:38-Keep job skills	-	-	-	-	+	+	+	+	+	+	-	+
1:39-Plan meals	+	+	+	+	+	+	-	+	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	-	-	-	-
1:41-Accept author.	-	+	-	-	+	+	+	+	+	-	-	-
1:42-Listen to radio	-	-	-	-	+	+	+	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	-	-	-	-
1:44-Care for child.	+	+	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	+	-	-	-
1:46-Maintain car	+	-	+	+	+	+	+	+	-	-	-	-
1:47-Maintain health	+	-	-	+	+	+	+	+	-	-	-	-
1:48-Judge info.	-	-	-	-	+	+	+	+	-	-	-	-
1:49-Get along with others	-	-	-	-	+	+	+	+	+	+	+	-
1:50-Clean home	+	+	+	+	+	+	+	+	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	+	-	-	-
1:52-Store food	+	+	+	+	+	+	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	-	-	-	-	-
1:56-Care for elderly	+	+	+	+	+	+	-	-	-	-	-	-
1:57-Read for info.	-	-	-	+	+	+	+	+	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	+	+	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	+	+	+	+	+	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	-	-	-	-
1:65-Protect health of self	+	-	-	+	+	+	+	+	-	-	-	-
1:66-Attend. concerts	-	-	-	-	+	+	+	+	-	-	-	-
1:67-Plan for spend. money	+	+	+	+	+	+	+	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	-	-	-	-
1:69-Work independ.	-	-	-	-	+	+	+	+	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	-	-	-	-
1:71-Protect self	-	-	-	+	+	+	+	+	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	+	+	+	+	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	+	+	+	+	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	-	-	-	-
2:11-Use money order	-	-	-	-	+	+	+	+	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	+	+	-	+	-	-	-	-
2:13-Exchang. ideas	+	+	+	-	+	+	+	+	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	-	+	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	-	-	-	-	-

(Cont.)

Table 40 Important ELS As Seen By Respondents When Grouped By Over 55

Item (ELS)	Family				Individual				Employee			
	0	1	2	3	0	1	2	3	0	1	2	3
2:18-Provid. subs. care	+	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	+	+	+	+	-	-	-	-
2:24-Get ready for retir.	+	+	+	-	+	+	+	+	-	-	-	-
2:25-Follow safety rul.	+	+	+	-	+	+	+	+	-	-	-	-
2:26-Use arith. skills	-	-	-	-	+	+	+	+	-	-	-	-
2:27-Locate job	-	-	-	-	+	+	+	+	-	-	-	-
2:28-Use writ. skills	-	-	-	-	+	+	+	+	-	-	-	-
2:29-Meet requir. standards	-	-	-	-	+	+	+	+	-	-	-	-
2:30-Select one to live with	-	-	-	-	+	+	+	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	+	+	+	+	+	-	-	-
2:32-Do extra work	+	-	-	-	+	+	+	+	+	-	-	-
2:33-Leave job	-	-	-	-	+	+	+	-	+	+	-	-
2:34-Do house repairs	+	+	+	+	+	+	+	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	+	+	+	+	+	+	-	-
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	-	-	-	-
2:39-Be able to sleep	-	-	-	-	+	+	+	+	-	-	-	-
2:40-Plan cloth. need	+	-	-	-	+	+	+	+	-	-	-	-
2:41-Make friends	-	-	-	-	+	+	+	+	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	-	+	+	+	+	+	-	-	-
2:44-Direct fam. memb.	+	+	+	+	+	+	-	-	-	-	-	-
2:45-Have family	+	-	-	-	+	+	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	+	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	+	+	+	+	+	+	-	-
2:48-Meet time sched.	+	+	+	+	+	+	+	-	+	-	-	-
2:49-Plan & org.	+	+	+	-	+	+	+	+	+	+	-	-
2:50-Prepare for job mob.	-	-	-	-	+	+	+	-	+	-	-	-
2:51-Contin. educ.	-	-	-	-	+	+	+	+	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	+	+	+	+	-	-	-	-
2:53-Watch TV	-	-	-	-	+	+	+	+	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	-	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	-	-	-	-
2:56-Follow work rul.	+	+	+	+	-	-	-	-	-	-	-	-

Table 41 ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Education

Item (ELS)	Family								Individual								Employee							
	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete
1:36-Plan for distr. of prop.	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:41-Accept author.	-	-	+	-	+	+	-	-	+	+	+	+	+	+	+	+	-	-	+	+	+	+	-	-
1:42-Listen to radio	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:43-Keep records	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	-	-	+
1:46-Maintain car	-	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:47-Maintain health	-	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:49-Get along with others	-	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+	-	+
1:52-Store food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:56-Care for elderly	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	-	-	-	+	+	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	+	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	-	-	-	+	+	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:65-Protect health of self	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-

(Cont.)

Table 41 ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Education

Item (ELS)	Family								Individual								Employee							
	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:71-Protect self	-	-	-	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	+	+	-	-	-
2:13-Exchang. ideas	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+	+	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:18-Provid. subs. care	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	-	-	-	-	-	-	-	-	+	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	-	-	-	-	-	-	-	-	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:24-Get ready for retir.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:26-Use arith. skills	-	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:27-Locate job	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	+	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	+	+	+	-	+	-
2:29-Meet requir. standards	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:30-Select one to live with	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:31-Use speak. skills	-	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	-	-	+	+	+	-	+	-

(Cont.)

Table 41 ELS For Major Roles As Indicated By 60% Or More Of The Respondents When Categorized By Education

Item (ELS)	Family								Individual								Employee							
	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete	K - 8th	9 - 12th	13- 14	13- 16	16+	tech or bus.	other	attended but never complete
2:32-Do extra work	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:33-Leave job	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:34-Do home repairs	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	-	-	-	-	+	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:40-Plan cloth. need	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:45-Have family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:48-Meet time. sched.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:49-Plan & org.	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:50-Prepare for job mob.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+
2:51-Contin. educ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:56-Follow work rul.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 42 Important ELS As Seen By Respondents When Grouped By Occupations

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1:36-Plan for dist. of prop.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-
1:37-Get leg. titles	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:38-Keep job skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:39-Plan meals	+	+	+	+	+	+	+	+	+	-	-	+	-	+	+	+	-	-	-	-	-	-	-	-
1:40-Buy car	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:41-Accept author.	+	-	+	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	-
1:42-Listen to radio	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:43-Keep records	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:44-Care for child.	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	+	-	-	-	+
1:46-Maintain car	+	+	-	+	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:47-Maintain health	+	+	+	+	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:48-Judge info.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:49-Get along with others	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1:50-Clean home	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	-	+	+
1:52-Store food	+	+	+	+	+	+	+	+	+	-	-	+	-	-	+	+	-	-	-	-	-	-	-	-
1:53-Grow food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-	-	-	-	-	-	-
1:55-Share respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:56-Care for elderly	+	+	+	+	+	-	+	-	+	-	-	+	-	-	+	+	-	-	-	-	-	-	-	-
1:57-Read for info.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:58-Arrange for pub. util.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:59-Use finan. advis.	-	-	-	-	-	-	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-
1:60-Time for eat.	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:61-Keep up on new info.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
1:62-Get along with rel.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:63-Care for clothes	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:64-Get along with family	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:65-Protect health of self	+	+	+	+	-	-	+	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:66-Attend. concerts	-	-	-	-	-	-	-	-	+	+	+	+	-	+	+	+	-	-	-	-	-	-	-	-

(Cont.)

Table 42 Important ELS As Seen By Respondents When Grouped By Occupations

	Family								Individual								Employee							
Item (ELS)	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1:67-Plan for spend. money	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:68-Use a check. acct.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:69-Work independ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:70-Make home comfort.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:71-Protect self	+	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
1:72-Use soc. sec. services	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:7 -Select & buy food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:8 -Read for pleas.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:9 -Care outs. house	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:10-Visit with friends	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:11-Use money order	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:12-Make or fix clothes	-	-	-	-	-	-	-	-	+	-	+	+	-	-	-	+	-	-	-	-	-	-	-	-
2:13-Exchange. ideas	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:14-Make home attract.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:15-Care for sick	+	+	+	+	+	+	+	+	+	-	+	+	-	+	+	+	-	-	-	-	-	-	-	-
2:16-Pay bills	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:17-Get insur.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:18-Provid. subs. care	+	-	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:19-Serve food	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	+	-	-	-	-	-	-	-	-
2:20-Get hous.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:22-Set goals	+	+	+	+	+	+	+	+	+	-	-	-	+	-	+	+	-	-	-	-	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:24-Get ready for retir.	+	+	+	+	+	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:25-Follow safety rul.	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	+	-
2:26-Use arith. skills	+	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-
2:27-Locate job	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:28-Use writ. skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	-	-	-	-
2:29-Meet requir. standards	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+
2:30-Select one to live with	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:31-Use speak.skills	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	-	-	-	-
2:32-Do extra work	+	+	+	+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+

(Cont.)

Table 42 Important ELS As Seen By Respondents When Grouped By Occupations

Item (ELS)	Family								Individual								Employee							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
2:33-Leave job	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2:34-Do house repairs	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:35-Prepare food	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:36-Get house furn.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:37-Listen to & fol. dir.	+	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+
2:38-Clean up aft. meal	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:39-Be able to sleep	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:40-Plan cloth. need	+	+	+	-	+	+	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:41-Make friends	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+
2:44-Direct fam. memb.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:45-Have family	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	-	-	-	-	-	-	-	+	+	+	+	-	+	-	-	-	-	-	-	-	-
2:47-Work und. press.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+
2:48-Meet time sched.	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+
2:49-Plan & org.	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+
2:50-Prepare for job mob.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	+	-	+	-	-	-	-
2:51-Contin. educ.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-
2:52-Select & buy cloth.	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:53-Watch TV	-	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+	-	-	+	-	-	-	+
2:54-Do job & home respon.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:55-Get along with neigh.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-
2:56-Follow work rul.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Table 44 ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of Fulltime Homemakers (N=124)

	Family		Individual		Employee	
Item (ELS)	FF	FM	FF	FM	FF	FM
1:36-Plan for distr. of prop.	+	+	+	+	-	-
1:37-Get leg. titles	+	+	+	+	-	-
1:38-Keep job skills	-	-	+	+	-	-
1:39-Plan meals	+	-	+	-	-	-
1:40-Buy car	+	+	+	+	-	-
1:41-Accept author.	+	+	+	+	-	-
1:42-Listen to radio	-	-	+	+	-	-
1:43-Keep records	+	+	+	+	-	-
1:44-Care for child.	+	+	-	-	-	-
1:45-Apply for temp. leave	-	-	-	-	-	+
1:46-Maintain car	+	+	+	+	-	-
1:47-Maintain health	-	+	+	+	-	-
1:48-Judge info.	-	-	+	+	-	-
1:49-Get along with others	-	-	+	+	-	+
1:50-Clean home	+	+	-	-	-	-
1:51-Supervis. help	-	-	-	-	-	-
1:52-Store food	+	-	+	-	-	-
1:53-Grow food	-	-	-	-	-	-
1:54-Understand advertis.	+	+	+	-	-	-
1:55-Share respon.	+	+	+	-	-	-
1:56-Care for elderly	+	+	-	+	-	-
1:57-Read for info.	+	-	+	+	-	-
1:58-Arrange for pub. util.	+	+	+	-	-	-
1:59-Use finan. advis.	-	+	-	-	-	-
1:60-Time for eat.	+	+	+	+	-	-
1:61-Keep up on new info.	+	-	+	+	-	-
1:62-Get along with rel.	+	+	+	+	-	-
1:63-Care for clothes	+	-	+	-	-	-
1:64-Get along with family	+	+	+	+	-	-
1:65-Protect health of self	+	-	+	+	-	-
1:66-Attend. concerts	-	-	-	+	-	-
1:67-Plan for spend. money	+	+	-	+	-	-
1:68-Use a check. acct.	+	+	+	+	-	-
1:69-Work independ.	-	-	+	+	-	-
1:70-Make home comfort.	+	+	+	+	-	-
1:71-Protect. self	+	+	+	+	-	-
1:72-Use soc. sec. services	+	+	+	+	-	-
2:7 -Select & buy food	+	-	+	-	-	-
2:8 -Read for pleas.	-	-	+	+	-	-
2:9 -Care outs. house	+	+	-	+	-	-
2:10-Visit with friends	+	+	+	+	-	-
2:11-Use money order	-	+	+	+	-	-
2:12-Make or fix clothes	-	-	+	-	-	-
2:13-Exchange. ideas	-	+	+	+	-	-
2:14-Make home attract.	+	+	+	+	-	-

(Cont.)

Table 44 ELS For Three Major Roles Of Females And Males As Indicated By 60% Or More Of Fulltime Homemakers (N=124)

Item (ELS)	Family		Individual		Employee	
	FF	FM	FF	FM	FF	FM
2:15-Care for sick	+	+	+	-	-	-
2:16-Pay bills	+	+	+	+	-	-
2:17-Get insur.	+	+	+	+	-	-
2:18-Provid. subs. care	-	-	-	-	-	-
2:19-Serve food	+	-	+	-	-	-
2:20-Get hous.	+	+	-	-	-	-
2:21-Use pub. assis.	-	-	-	-	-	-
2:22-Set goals	+	+	-	-	-	-
2:23-Get invol. pol. activ.	-	-	-	+	-	-
2:24-Get ready for retir.	+	+	-	+	-	-
2:25-Follow safety rul.	+	+	+	+	-	-
2:26-Use arith. skills	+	+	+	+	-	-
2:27-Locate job	-	-	-	+	-	-
2:28-Use writ. skills	-	-	+	+	-	-
2:29-Meet requir. standards	-	-	+	+	-	-
2:30-Select one to live with	-	-	-	+	-	-
2:31-Use speak. skills	-	-	+	+	-	-
2:32-Do extra work	-	+	+	+	-	-
2:33-Leave job	-	-	-	-	-	+
2:34-Do house repairs	+	+	-	+	-	-
2:35-Prepare food	+	-	+	-	-	-
2:36-Get house furn.	+	+	+	-	-	-
2:37-Listen to & fol. dir.	+	-	+	+	-	+
2:38-Clean up aft. meal	+	+	+	-	-	-
2:39-Be able to sleep	-	-	+	+	-	-
2:40-Plan cloth. need	+	-	+	-	-	-
2:41-Make friends	-	-	+	+	-	-
2:42-Can/freeze/dry food	-	-	-	-	-	-
2:43-Accept. respon.	+	+	+	-	-	+
2:44-Direct fam. memb.	+	+	-	-	-	-
2:45-Have family	+	+	-	-	-	-
2:46-Apply for unempl. comp.	-	-	-	+	-	-
2:47-Work und. press.	-	-	-	+	-	+
2:48-Meet time sched.	+	+	+	+	-	-
2:49-Plan & org.	+	+	+	+	-	-
2:50-Prepare for job mob.	-	-	-	+	-	+
2:51-Contin. educ.	-	-	+	+	-	-
2:52-Select & buy cloth.	-	-	+	+	-	-
2:53-Watch TV	-	-	+	+	-	-
2:54-Do job & home respon.	-	+	-	-	-	-
2:55-Get along with neigh.	+	+	-	-	-	-
2:56-Follow work rul.	-	-	-	+	-	+